

## DOCUMENT RESUME

ED 359 316

AA 001 239

Resources in Education (RIE). Volume 28, Number 12.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 93

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- \*Abstracts; Catalogs; Education; \*Educational Resources; \*Indexes; Resource Materials

IDENTIFIERS- \*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 359 317

CE 060 386

Morton, Shirley T.

Charting the Course of Lifelong Learning for Blacks.

PUB DATE- 18 Oct 91

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 18, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)

DESCRIPTORS- Adult Education; \*Black Achievement; \*Black Education; \*Black History; Black Influences; Black Institutions; Blacks; \*Black Studies; \*Educational History; \*Lifelong Learning; North American History; Racial Relations; Racial Segregation; Slavery; United States History

IDENTIFIERS- African Americans

This overview of the history of lifelong learning for African Americans is in a chart format. Lifelong learning events are matched with social and historical events and with black adult educators and black adult education-related institutions. The chart begins with slavery around 1800, a time when slaves were forbidden to learn how to read. It highlights organizations that provided educational opportunities of various kinds during the 1800s and continues through events of the abolition crusade and emancipation proclamation. These post-Civil War lifelong learning events are then charted: industrial training schools; settlement house movement; musical, literacy, and artistic events sponsored by black women's organizations; and farmers conferences. The role of Booker T. Washington is emphasized.



DOCUMENT RESUME

ED 359 335

CE 063 618

Rumberger, Russell W.

Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.

PUB DATE- Jun 88

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Change; Educational Research;

\*Employment Qualifications; Evaluation Methods;

Interdisciplinary Approach; \*Job Analysis; \*Job Skills; Labor

Force Development; \*Measurement Techniques; Postsecondary

Education; Psychological Studies; Qualitative Research;

Secondary Education; Skill Analysis; Vocational Education

One possible reason for ambiguous findings regarding changes in work skills is the way work skills are defined and measured.

Five conceptual bases for defining work skills are illustrated

in the research literature: abilities of individuals, behavior

requirements of jobs, ability requirements of jobs, behaviors

exhibited at work, and abilities exercised or used at work.

Outside of the field of psychology, issues about the dimensions

of skills have not received great attention. No universal

taxonomy for defining the dimensions of work skills exists.

Issues of measurement differ depending on whether the focus is

on measuring skills of individuals or measuring skill

requirements of jobs. Much interest in work skills concerns

issues of change. Existing evidence, based on both large-scale

assessments of skill changes and case studies, yields no firm

conclusions about whether skill requirements of jobs are

changing and, if so, in what ways. One way to further

understanding of skill changes is to understand how various

forces interact to influence skill requirements. Steps to help

improve understanding of work skills and how they change are as

follows: (1) studies of job skills should be based on

comprehensive measures of both the qualitative and quantitative

dimensions of work skills; (2) the concepts and measures of

work skills should be applied both to capabilities of

individuals and requirements of jobs; and (3) future research

should attempt to develop a more complete model of the forces

affecting job skill requirements. (Contains 77 references.)

(YLB)

ED 359 336

CE 063 810

Graves, Pat R., Ed.; And Others

Business Education Index 1992. Volume 53. Index of Business

Education Articles and Research Studies Compiled from a

Selected List of Periodicals and Yearbooks Published during the

Year 1992.

PUB DATE- 93

NOTE- 171p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - General (130), Collected Works -  
Serials (022)

DESCRIPTORS- Accounting; Accreditation (Institutions); Business

Administration; Business Communication; \*Business Education;

Business Education Teachers; Classroom Techniques; Curriculum;

Distributive Education; \*Educational Research; High Risk

Students; Indexes; Information Management; Information

## DOCUMENT RESUME

ED 359 353

CE 063 956

Cappelli, Peter; Iannozzi, Maria  
Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Educational Attainment; Educational Benefits; \*Educational Economics; \*Educational Finance; Educational Status Comparison; Financial Policy; Higher Education; \*Human Capital; Human Resources; \*Labor Force Development; Outcomes of Education; Postsecondary Education; \*Productivity; Public Policy; Secondary Education

The old "nature versus nurture" argument has resurfaced in a new guise--the role of inherent ability or of education as the source of skill and the reason for achievement. Research shows that even one additional year of schooling raises a person's wages. Even when the relationship among education, productivity, and wages appears obvious, there is evidence for two arguments. The screening argument holds that investments in education reveal the job-relevant abilities and skills that students already possess--stopping some while allowing others to pass through the mesh. The human capital model argues that skills are acquired through investment in education, which adds to the overall volume of ability. Driving this debate is the notion of the returns provided both to the individual and society by educational attainment. However, structural changes in the economy, changes in policy, and shifts in demographics illustrate how societal trends contribute to the fluctuations in returns to education. Recommendations to find the most effective location for educational attainment include the following: developing better means of determining job-relevant abilities, encouraging business-school networks, increasing retention and educational attainment, and making educational loans and financial aid more accessible to students for whom investment in educational attainment shows real promise. (YLB)

ED 359 354

CE 063 959

Baskett, H. K. Morris

Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Jan 93

NOTE- 68p.; Paper presented at the International Symposium on Self-Directed Learning (7th, West Palm Beach, FL, January 21-23, 1993). For a related document, see ED 352 563.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Adult Learning; Employee Attitudes; Employer Employee Relationship; Foreign Countries; \*Independent Study; Job Skills; \*Job Training; Labor Force Development; \*Learning Motivation; Lifelong Learning; \*Organizational Climate; Participatory Research; \*Work

## DOCUMENT RESUME

ED 359 370

CE 063 997

Tenenbaum, Ellen; Strang, William

The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.

PUB DATE- 92

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Case Studies; Educational Practices; Futures (of Society); \*National Organizations; National Programs; \*Organizational Effectiveness; Organizational Objectives; Program Content; \*Program Effectiveness; State Programs; \*Voluntary Agencies

IDENTIFIERS- \*Laubach Literacy Action; \*Literacy Volunteers of America Inc

A study confirmed that Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA) remain the primary national providers of volunteer-based literacy instruction. Both organizations provide basic literacy instruction and beginning instruction in English as a Second Language on a one-to-one or small-group basis by tutors. Each organization has developed its own formal training program for tutors and its own training methods and materials. LLA and LVA programs are often considered the outreach arm of the adult education system. As of 1990, LLA reported 98,271 volunteer tutors serving 147,087 adult learners through 1,023 local LLA councils in 45 states. As of 1991, LVA reported 51,437 volunteers serving 52,338 adult learners through 434 state and local LVA affiliate programs in 41 states. The instructional approaches of both organizations are firmly grounded in phonics; however, both organizations incorporate other teaching approaches and tools to meet students' individual goals and interests. Of LLA's \$8.7 million annual budget for 1990, \$7.5 million came from the sale of LLA publications. Forty percent of the LVA national budget of \$2.2 million came from the sale of LVA publications. (Case studies of a state LLA program, a state LVA program, and three local programs of each organization are appended.) (MN)

ED 359 371

CE 063 999

Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary for Health Care Students. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 92

NOTE- 27p.; For a related document, see CE 063 440.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Vocational Education; \*Allied Health Occupations Education; \*Curriculum Development; Field Tests; \*Medical Vocabulary; Postsecondary Education; \*Practical Nursing; Pretests Posttests; \*Vocabulary Development

The Institute for the Study of Adult Literacy developed and field-tested a curriculum and instructional materials for teaching occupationally specific vocabulary in the health care field. The materials, which are in the form of a narrative about a woman who learns medical terminology from a friend, were designed to serve as a vehicle for training students to use structural analysis to understand vocabulary relevant to the

## DOCUMENT RESUME

ED 359 389

CE 064 025

Winkless, Carolyn

Fee Survey 1992-93. Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities.

PUB DATE- Feb 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Education; \*Adult Students; Adult Vocational Education; Enrollment; \*Fees; Foreign Countries; Higher Education; \*Instructional Student Costs; \*Part Time Students; Postsecondary Education

IDENTIFIERS- \*United Kingdom

This report provides results both in narrative and graphic formats of the Annual Fees Survey that included all 115 Local Education Authorities (LEAs) in the United Kingdom. Throughout the report, distinction is made between two hourly rates of fees charged for part-time education: courses categorized under Schedule 2 of the Further and Higher Education Act 1992, formerly "vocational" or "certificate-bearing" courses, and those not so categorized under Schedule 2, formerly "nonvocational" or "leisure" courses. Section 1 focuses on variations in fees within LEAs. Section 2 reports on fees charged for Schedule 2 courses: examination courses and basic education. Extra fees (examination and registration) and reduced fees for second courses are also reported. Section 3 reports on fees for courses outside Schedule 2. Variations between centers and according to type of LEA are discussed as are extra fees and reduced fees for second courses. Section 4 summarizes fee changes and the reasons for them. Section 5 focuses on concessionary fees. Narrative and bar charts are provided on concessions to the following groups: older adults, unemployed students, unwaged students, students receiving Income Support or Family Credit, physically handicapped students, students with learning disabilities, and students aged under 18. Sections 6-8 report findings on number and length of class meetings, methods and timing of payment, and enrollments. (YLB)

ED 359 390

CE 064 026

Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper.

PUB DATE- Apr 93

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Adult Education; \*Conservation (Environment); Consumer Education; Curriculum Development; Educational Change; \*Environmental Education; Foreign Countries; Instructional Development; Nonformal Education; \*School Role; Social Problems; Staff Development; Values Education

IDENTIFIERS- England; Informal Education; Wales

This policy discussion paper is intended to stimulate debate about how to develop more and better opportunities for formal and nonformal environmental education for British adults. A summary found at the beginning of the paper lists its implications for the government, all providers of adult

## DOCUMENT RESUME

ED 359 409

CE 064 073

Blaustein, Saul J.; And Others  
Unemployment Insurance in the United States: The First Half  
Century.

PUB DATE- 93

NOTE- 381p.; A revision and extension of "Unemployment Insurance  
in the American Economy," by William Haber and Merrill Murray,  
published in 1966.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (060)

DESCRIPTORS- Adults; Business Cycles; Dislocated Workers;

Employment Patterns; \*Employment Problems; \*Federal  
Legislation; Federal Programs; Fringe Benefits; Job Layoff;  
Labor Force Nonparticipants; State Legislation; \*State  
Programs; \*Unemployment; \*Unemployment Insurance

This 10-chapter book covers the history of unemployment insurance  
(UI) in the United States from its beginning in the 1930's to  
the present and describes how the program evolved in response  
to various economic and other factors and to the controversies  
that emerged in the process. Chapter 1 provides background on  
trends in the extent, duration, and nature of unemployment as  
well as employment and labor force trends. Chapter 2 explores  
each broad objective generally indicated for UI for its  
significance. Chapter 3 shows that unemployment is an insurable  
risk and discusses features that make the program "social  
insurance." Chapter 4 summarizes foreign experience with UI.  
Chapter 5 reviews voluntary UI programs and traces the history  
of legislative activity prior to passage of the Social Security  
Act in 1935. Chapter 6 highlights Congressional considerations  
of UI proposals and changes made as those proposals were  
fashioned into law. Chapter 7 focuses on passage of state UI  
legislation, early experience under state laws, and  
reconversion of the economy after World War II. Chapter 8  
describes management of federal responsibilities for UI and  
reviews federal legislation for 1947-69. Chapter 9 summarizes  
principal changes produced by federal legislation enacted after  
1969 as they affected major aspects of the UI program. Chapter  
10 reviews patterns and trends of state statutory provisions  
since 1948. An epilogue summarizes the temporary emergency  
program of 1991 and other legislative changes of importance  
adopted in the early 1990s. A list of 152 references and an  
index are provided. (YLB)

ED 359 410

CE 064 074

Nash, Margaret A., Ed.

Changing Roles of Men and Women: Educating for Equity in the  
Workplace. Curriculum Guide.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical,  
and Adult Education, Madison.

PUB DATE- 91

NOTE- 479p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Educational Resources;

\*Employment Practices; \*Equal Opportunities (Jobs); Higher  
Education; High Schools; Learning Activities; Postsecondary  
Education; \*Sex Bias; Sex Discrimination; \*Sex Fairness; Sex  
Role; Teaching Methods

## DOCUMENT RESUME

ED 359 429

CE 064 145

Chisman, Forrest P.

The Missing Link: Workplace Education in Small Business.

PUB DATE- 92

NOTE- 128p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; \*Basic Skills; Community Colleges; Corporate Education; Educational Needs; Educational Policy; Federal Government; Government Role; \*Inplant Programs; Policy Formation; \*Program Effectiveness; Program Implementation; Public Policy; \*School Business Relationship; \*Small Businesses; Two Year Colleges

IDENTIFIERS- \*Workplace Literacy

An 18-month, 3-phase study examined formal employer-sponsored basic skills instruction in small- and medium-sized firms. Data were gathered through the following methods: in-depth case studies of 72 small and medium firms in 5 states, a series of linked national surveys of 11,000 randomly selected firms, follow-up telephone surveys of 4,317 of those firms, a telephone survey of a random sample of 775 small firms, and a survey of 1,535 members of the American Association of Community and Junior Colleges. The data collected were synthesized into an overview of the evolution of basic skills training programs for employees of small and medium businesses and current trends in their implementation. The perspective of providers of basic skills instruction (community and two-year colleges in particular) were identified along with barriers to the development of expanded and improved services by training providers. The study findings were also analyzed from the standpoint of their implications for public policy and private action. Overall, the study confirmed that workplace education offers a simple economical solution to the problem of training workers with low basic skills and that neither present policies nor new ideas offer an approach better than workplace education. (MN)

ED 359 430

CE 064 167

Johnson, Richard S.

TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series.

PUB DATE- 93

NOTE- 265p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; \*Labor Force Development; \*On the Job Training; Organizational Development; Personnel Management; Productivity; \*Program Development; Quality of Working Life; \*Staff Development; \*Training Methods; Training Objectives

IDENTIFIERS- \*Total Quality Management

The purpose of this book was to assist trainers in developing the skills that must be involved in a total quality management (TQM) training program. The book is organized into 17 chapters that cover the following topics: understanding the need, organizational requirements, training and the bottom line, training and organizational change, the in-house training program, developing a training program, needs assessment, analyzing data, the training decision, preparing solutions, constructing training materials, training in action, on-the-job

## DOCUMENT RESUME

ED 359 450

CG 024 913

Freedman, Susan A.  
Flashlights for the Shot in the Dark: Tips on Application to  
Clinical Psych. Ph.D. Programs.

PUB DATE- Mar 93

NOTE- 26p.; Paper presented at the Annual Meeting of the  
Association of Women in Psychology (18th, Atlanta, GA, March  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Admission (School); \*Clinical Psychology; \*College  
Applicants; College Graduates; \*Doctoral Programs; Graduate  
Study; Higher Education; Interviews

This document presents tips for individuals applying to doctoral programs in clinical psychology. Suggestions are made for what applicants can do before they apply to improve their "applicant quality." Applicants should increase their Graduate Record Examination scores, go back to school if necessary to improve their grade point averages, obtain good letters of reference, obtain research experience, show how the applicant would fit in to the school, obtain clinical experience, be informed about the school, have publications or conference presentations, and treat rejections as inside information (by finding out what prompted the rejections) to help one's chances next time. A number of things that can go wrong through no fault of the applicant are considered and ways to avoid these problems are discussed. Problems with getting professors to write good reference letters, obtaining transcripts from schools, getting accurate test scores sent on time, making sure the application was received and sent to the right department, and avoiding problems with the postal service are included. A timetable is included to help applicants start early and complete necessary steps on time. The importance of packaging is discussed and a number of suggestions are offered for successful interviews. Sample vitae and sample personal and objectives statements are appended. (NB)

ED 359 451

CG 024 914

Freedman, Susan A.  
Sextyping and Gender Schematicity: A Tenuous Relationship.  
PUB DATE- Aug 92

NOTE- 13p.; Paper presented at the Annual Convention of the  
American Psychological Association (100th, Washington, DC,  
August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Expectation; Females; Higher  
Education; Sex Differences; \*Sex Role; \*Sexual Identity; Social  
Attitudes

Gender schematicity may be distinct from the quality of being  
sextyped or of endorsing societal values. Gender schematicity  
refers to the contents of a map or blueprint of what societal  
expectations regarding sex roles include. Bem explains that  
individuals who are gender schematic will spontaneously  
evaluate information using gender as a category. This study was  
conducted to examine the relationship between the gender schema  
and individual sextypes, measuring the relationship with a

DOCUMENT RESUME

ED 359 469

CG 024 933

Colorado: Youth Risk Behavior Survey, 1991.

PUB DATE- Sep 92

NOTE- 31p.; Research conducted in cooperation with the Centers for Disease Control.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Alcohol Abuse; \*At Risk Persons; Drinking; \*Drug Use; High Schools; \*High School Students; \*Injuries; Nutrition; Physical Activity Level; Public Schools; \*Sexuality; Smoking; Tobacco; Venereal Diseases; \*Youth Problems

IDENTIFIERS- \*Colorado

In April 1991, the Youth Risk Behavior Survey was administered to a sample of 1,412 high school students in Colorado public schools to collect information about priority health-risk behaviors among adolescents. Questionnaires were received from 1,170 students, a response rate of 83%. Classes in Colorado's 280 public schools were also selected to participate in the survey if they included 9th-12th graders; 68 classes out of 105 responded for a 65% response rate. The findings, based on unweighted data, revealed that over one-half of the students surveyed were sexually active; 60% of the males and 48% of the females reported using condoms during last intercourse. From 23% to 39% of sexually active students used alcohol or drugs before their last intercourse. Ten percent of high school seniors had been pregnant or had caused a pregnancy. Over 25% of the students rarely or never used seat belts. Nearly one-half of the male students indicated that they had carried a weapon within the past 30 days. Nearly one-third of respondents had seriously considered suicide; 19% had made a suicide plan, and 8% had attempted suicide. Females were at higher risk than males in all three categories. Eighty-five percent of respondents reported having used alcohol, with one-half indicating use within the past 30 days. Seventy percent indicated they had smoked cigarettes, with over one-quarter having smoked within the past 30 days. One-third reported having tried marijuana; 19% indicated they had tried other illicit drugs. These results suggest that Colorado high school students continue to engage in health-compromising behaviors at alarming rates. (NB)

ED 359 470

CG 024 934

Nordeen, Barb Nelson

Commitment in Relationships: A Look at Constraint and Dedication.

PUB DATE- Jun 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Graduate Students; Higher Education; \*Interpersonal Relationship; \*Marriage; \*Sex Differences

IDENTIFIERS- \*Commitment; Constraints; \*Dedication

The concept of commitment has been studied both in theory and in research. Commitment is considered as having two constructs, personal dedication and constraint commitment. This study was conducted to examine several questions concerning commitment. It examined whether constraint or dedication increase over time; whether there is a difference between men and women in each of these two areas; and what implications the findings



DOCUMENT RESUME

ED 359 489

CS 011 344

Gross, Patricia A.; Shefelbine, John  
Whole Language Teacher Education in Multicultural Contexts:  
Living Our Own Models of Learning.

PUB DATE- Dec 91

NOTE- 15p.; Paper presented at the Annual Meeting of the National  
Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Elementary School Teachers;  
\*Experiential Learning; Higher Education; Inservice Teacher  
Education; Multicultural Education; Reading Research; \*Teacher  
Attitudes; \*Teacher Response; \*Whole Language Approach

IDENTIFIERS- Experienced Teachers; New Teachers

A study examined the reactions and responses of new and veteran teachers throughout a full semester graduate in-service course which introduced whole language theory through experiential learning. The 30 K-8 teachers in the course came from 7 schools of a large inner-city school district where 70% of the students lived below the poverty level. Two-thirds of the teachers were African-American or Hispanic. The class environment revolved around variability, variety, choice, flexibility, and multicultural awareness. Data included teacher learning logs, an "examination" which solicited what teachers understood and liked or did not understand or like about whole language, application projects, and classroom visits after the course ended. The teachers came to trust the class, each other, and themselves as they experienced a range of writing tasks and shared their difficulties in analyzing the journal articles which they read. They expressed an excitement about learning, sharing, and grappling with issues and they underwent a series of reactions to interactive and cooperative learning methods. All attempted some whole language activities with their classes and reflected upon the strengths and weaknesses of whole language. Findings suggest the need for more avenues of professional collaboration for teachers to discuss professional issues; integrated and interactive activities for teachers to learn through experience and with one another; and opportunities for teachers to engage in spiral learning in conjunction with practice. (RS)

ED 359 490

CS 011 345

Gross, Patricia A.  
Interactive Reading on the Secondary Level.

PUB DATE- Dec 91

NOTE- 16p.; Paper presented at the Annual Meeting of the National  
Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; \*English Instruction;  
\*Literature Appreciation; \*Reader Response; Reading Research;  
Secondary Education; Secondary School Teachers; Student  
Attitudes; Teacher Attitudes; Teacher Response; Teacher Role;  
\*Whole Language Approach

IDENTIFIERS- Interactive Teaching; \*Response to Literature

A study of two teachers and four secondary level English classes examined how traditional methods of teaching literature were

## DOCUMENT RESUME

ED 359 508

CS 011 363

Olmstead, Phyllis M.

Readability of Central Florida Newspapers.

PUB DATE- 93

NOTE- 51p.

LANC AGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Audience Awareness; Content Analysis; Correlation; Higher Education; \*Newspapers; \*News Writing; \*Readability; Readability Formulas; Reading Research

IDENTIFIERS- \*Florida (Central); Journalism Research

A study analyzed the readability of seven central Florida newspapers (one of which is a college newspaper) and "USA Today." "Rightwriter," a grammar checker and readability computer program, was used to evaluate front page articles for each of the eight newspapers. The readability formulas invoked in the readability program included the Flesch-Kincaid, Flesch, and FOG indexes. Results indicated that the average readability levels of the individual newspapers ranged from 9.37 to 14.68 using the Flesch-Kincaid, 10.28 to 15.78 using FOG. A rank order correlation of the three possible pairs of the tests was statistically significant for all pairs. Findings suggest that each of the papers (except the college paper) should consider encouraging its reporters and editors to write articles that are more easily understood by their target population. (Four figures of data are included; 20 references, a glossary of terms, a description of each front page and the text of the articles, a sample hardcopy of the "Rightwriter" program, and an appendix of data are attached.) (RS)

ED 359 509

CS 213 555

Ferguson, Laraine

Politics and the English Instructor: Using Political Literature To Teach Composition.

PUB DATE- Mar 92

NOTE- 14p.; Paper presented at the Annual Meeting of the College

English Association (23rd, Pittsburgh, PA, March 27-29, 1992).

Smudges on first page may affect legibility.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Environment; \*Controversial Issues (Course Content); English Instruction; Higher Education; Ideology; Political Issues; \*Politics; Student Motivation; \*Writing Instruction

IDENTIFIERS- \*Political Literature; Writing Contexts

One of the most interesting controversies in the theory of teaching composition--and one that has profound consequences for classroom practice--is the debate over "ideological" or "radical" pedagogy. In the minds of most mainstream Americans, an ideological education is associated with dictatorship and state control of education. Every pedagogy, to quote James Berlin (1988) "is imbricated in ideology--a set of tacit assumptions about what is real, what is good, what is impossible, and how power ought to be distributed." Attempting to avoid all controversy and all political discussion can lead to textbooks and classroom atmospheres that are hostile to the values of critical inquiry. A composition instructor, noting

DOCUMENT RESUME

ED 359 528

CS 213 917

Mulvaney, Mary Kay

Two Negatives Equal a Positive: Semiotic Mediation in Peer Tutoring.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Culture; Grade 8; Higher Education; Junior High Schools; Junior High School Students; Language Role; Mathematics Instruction; \*Peer Teaching; Protocol Analysis; \*Tutoring

IDENTIFIERS- Academic Discourse; Bakhtin (Mikhail); Vygotsky (Lev S)

Peer tutoring sessions involving two eighth-grade girls were recorded and analyzed through a Vygotskian lens. A "microgenetic analysis" of particular protocol excerpts from the tutoring sessions was conducted. When a lapse of intersubjectivity existed, participants frequently launched into narrative as a mediating device to negotiate a shared sense of reality. When the tutee became capable of independently solving problems involving the scientific concept of operations with negative numbers, none of the verbiage, none of the semiotic mediators were necessary any longer. The role of language as a mediating factor in the learning process can be seen in the process of an anthropology undergraduate attempting to enter an academic discourse community. What is particularly intriguing are the multivoices within the presentation of the Native American ritual "Vision Quest." This phenomenon of multi-voices points to several Bakhtinian notions. In Vygotskian terms, all learning experiences are first inter-psychological or social in nature before they are internalized as a part of the intra-psychological plane of consciousness. (Excerpts from the undergraduate student's journal entries, a portion of a taped interview with the student, and an excerpt from the script are attached.) (RS)

ED 359 529

CS 213 918

Groote, Sabine

Can InterChange Write/Right Itself?

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Networks; \*Electronic Mail; Higher Education; \*Interpersonal Communication; Teacher Role; Writing Instruction

IDENTIFIERS- Communication Behavior; Computer Mediated Communication; \*Flaming (Computer Mediated Communication); Student Empowerment

When discussing "flaming" in relation to InterChange, it makes sense to look at two meanings of the word, to make the connection between the ardent and uncontrollable nature of the

DOCUMENT RESUME

ED 359 548

CS 213 940

Dyson, Anne Haas

Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9.

PUB DATE- 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; Language Usage; \*Literacy; Primary Education; Social Experience; \*Teacher Student Relationship; Urban Education; Writing Instruction

IDENTIFIERS- Childrens Writing; \*Literacy as a Social Process  
Exploring the concept of a "permeable" curriculum, this paper provides concrete examples of the social and cultural challenges of a curriculum that allows for the interplay between teachers' and children's language and experiences. The paper uses a recent study in an urban primary school to provide an illustration of the diverse kinds of social goals that energize young children's language use. The paper focuses on the children's composing, the diverse kinds of cultural material they draw upon, and the ways in which teachers may work to enact a permeable curriculum in which the worlds of teachers and children come together in instructionally powerful ways. The first section of the paper provides a perspective on children and on literacy in which children are social negotiators, addressing others as they explore and exploit the power of symbolic tools as social mediators. The next two sections feature the curricular negotiations of Eugenie (a second-grader), her peers, and her teachers. The final section of the paper elaborates on the theoretical substance of the permeable curriculum. Six figures presenting students' drawings and one table illustrating that words like "audience" and "sense" do not have generic meaning are included. Contains 55 references. (RS)

ED 359 549

CS 213 941

Gonzalez, Roseann Duenas

Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.

PUB DATE- 93

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Failure; American Indians; Asian Americans; \*Child Advocacy; Educational Equity (Finance); Elementary Secondary Education; Higher Education; Hispanic Americans; Language Role; \*Minority Groups; \*Politics of Education; Racial Discrimination; \*Racial Factors

IDENTIFIERS- African Americans; \*Educational Issues; English Only Movement; Latinos; Native Americans

Painting a picture of the hostile environment in which racial and linguistic minority children live, this paper proposes how educators can become combatants against educational failure that is corrupting the futures and talents of millions of children of color. The paper focuses on the four federally recognized minorities--Latinos, African Americans, Asian

## DOCUMENT RESUME

ED 359 568

CS 508 204

Dewis, Robert; Lee, Wen-Shu

Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.

PUB DATE- Feb 93

NOTE- 44p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; \*Females; \*Persuasive Discourse; Research Methodology; Secondary Education; \*Secondary School Students; Smoking; Social Cognition

IDENTIFIERS- California (North); Health Communication; Issue Salience; \*Message Responses; \*Public Service Advertising

A study explored the impact on junior high school females of "don't smoke" public service announcements (PSAs) created by two groups of high school females. The study extended the research on relevance and persuasion by utilizing intimate issues, and by exploring the potential for increasing message relevance by using persuasive messages created by peer member focus groups. Four female smokers and four female non-smokers were recruited from a northern California suburban public high school. The two groups (working separately) decided on a scenario and a script to be videotaped for their respective PSAs. To measure responses to the PSAs, 217 eighth-grade students from a junior high school completed a questionnaire. Results indicated that: (1) female smokers rated the smokers group PSA to be more relevant and to be of greater perceived effectiveness than the nonsmokers group PSA; (2) female adolescents who have experimented with cigarette smoking did not perceive more relevance in the smokers group PSA than in the PSA created by the nonsmokers; however, (3) females who have experimented with smoking found the smokers group PSA to be significantly more effective than the nonsmokers group PSA. Findings suggest the contributions that can be made by those who are usually on the receiving end of pedagogy should be recognized and affirmed, and that further research is needed to distinguish between issue relevance and message relevance. (Eight tables of data are included; 31 references are attached.) (RS)

ED 359 569

CS 508 207

Olesen, Kirsten Britt

Student Attitudes towards Rhetorical Criticism in Individual Events Competition.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Meeting of the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- College Students; \*Debate; Debate Format; Higher Education; Questionnaires; \*Rhetorical Criticism; Sex Differences; \*Speech Communication; \*Student Attitudes

IDENTIFIERS- Intercollegiate Debate Topic; Michigan; Self Consciousness; Student Surveys

A study examined attitudes that discourage students from

## DOCUMENT RESUME

ED 359 588

CS 508 234

Hanson, Trudy L.  
Organizational Communication Feud.

PUB DATE- Apr 93

NOTE- 5p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Class Activities; \*Educational Games; Higher Education; \*Learning Activities; \*Organizations (Groups); Student Participation; Undergraduate Students

IDENTIFIERS- Gamesmanship; \*Organizational Culture; Student Surveys

A communication instructor designed the "Organizational Feud" game to emphasize the variety and pervasive influence of organizations upon students' lives. In this game, students complete surveys indicating the organizations to which they belong and the values reflected in the organizations. The instructor codes the responses on the surveys and develops a profile of the organizations to which students belong and the organizations which are listed most frequently. The class is divided into two groups. Categories are announced and group members confer. The team correctly answering the initial category is given two more opportunities to score before the other team can respond. Scores are determined according to the frequency with which a response occurs. After competition as heated and excited as any televised version of the "Family Feud," the instructor and students discuss the impact of organizations in the student's everyday lives. (A sample criteria sheet used for scoring and the survey are attached.) (RS)

ED 359 589

CS 508 236

Comadena, Mark E.; Semlak, William D.  
Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Adults; \*Classroom Communication; Classroom Environment; Communication Research; Higher Education; \*Student Attitudes; Student Evaluation of Teacher Performance; \*Teacher Behavior; \*Teacher Effectiveness; Teaching Styles; Undergraduate Students

IDENTIFIERS- \*Communication Behavior; Communication Styles; \*Communicator Style

A study examined the classroom communication behaviors adult learners and traditional undergraduate students associate with highly effective and highly ineffective instructors. Subjects, 155 traditional undergraduate students (68 males and 87 females) and 95 adult learners (23 males and 71 males) at a

**DOCUMENT RESUME**

ED 359 608

EA 025 025

Wamboldt, Martina; And Others  
Survey of Colorado School Administrator Preparation Programs,  
1992.

PUB DATE- Feb 93

NOTE- 30p.; The survey is co-sponsored by the Colorado Council of  
Deans of Education.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Administrator Education; \*Administrator  
Responsibility; \*Administrator Role; \*Educational  
Administration; Elementary Secondary Education; Higher  
Education; Leadership Training; \*Management Development; Public  
Administration Education

IDENTIFIERS- \*Colorado

Findings of a study that examined Colorado administrators' perceptions of the adequacy of their administrator preparation programs are presented in this paper. The primary purposes of the project are to provide feedback to institutions from former students regarding their administrator preparation so that they may continue to improve their programs, and to provide the State Board of Education with information concerning the adequacy of standards and programs. During spring 1992, surveys were sent to 193 Colorado administrators who had received certification from an approved Colorado program since 1989. A total of 96 usable returns were received. At least 90 percent of the administrators perceived 25 of the 29 preparation areas as relevant to their current positions. The following 3 preparation areas received 85 percent or more affirmative responses with regard to adequacy of preparation: ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, and parents; articulating the role and purpose of education in contemporary society; and planning. Sixty percent or fewer of the respondents said that they were adequately prepared in the following areas: assessing learning abilities and disabilities of students; utilizing auxiliary business services effectively; administering provisions of negotiated employment contracts; and identifying and utilizing resources available to schools. Overall, the percentage of respondents who indicated adequate preparation increased from 1991 to 1992. One table and one figure are included. The appendix contains a copy of the survey. (LMI)

ED 359 609

EA 025 029

Ponessa, Joan M.  
Pupil Transportation Cost Control Opportunities. Public Affairs  
Focus, Issue Number 26.

PUB DATE- Jun 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- Bus Transportation; \*Cost Effectiveness; Costs;  
Educational Finance; Efficiency; Elementary School Students;  
Elementary Secondary Education; Expenditures; Public Schools;  
Resource Allocation; \*School District Spending; Secondary  
School Students; \*State Aid; \*Student Transportation

DOCUMENT RESUME

ED 359 628

EA 025 064

Murphy, Joseph, Ed.  
Preparing Tomorrow's School Leaders: Alternative Designs.  
PUB DATE- 93  
NOTE- 271p.  
LANGUAGE- English  
EDRS Price- MF01/PC11 Plus Postage.  
PUB TYPE- Collected Works - General  
(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Administrator Education; \*Educational Administration; Educational Improvement; \*Educational Innovation; Elementary Secondary Education; \*Graduate Study; Higher Education; \*Leadership Training; Management Development; School Administration

In this book, faculty from nine universities describe innovations undertaken in the context of their institutions' administrator preparation programs. The goal is to inform the profession about recent efforts to strengthen preparation programs in school administration. Following the introductory material--the preface, foreword, and introduction--chapter 1 sets the stage for the case studies that follow by describing three eras of ferment in school administration in the United States. Chapters 2-10 offer stories of nine institutions actively engaged in comprehensive program improvement efforts. The institutions include the University of New Mexico, Stanford University, the University of Washington, the University of Utah, East Tennessee State University, the University of Colorado, Miami University, and the University of North Carolina at Chapel Hill. A concluding chapter discusses implications of these cases for more widespread reform in administrator preparation. Notes and references accompany each chapter. (LMI)

ED 359 629

EA 025 065

Ordovensky, Pat; Marx, Gary  
Working with the News Media.  
PUB DATE- 93  
NOTE- 36p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)  
DESCRIPTORS- \*Administrator Effectiveness; Communications; \*Educational Administration; Elementary Secondary Education; \*Information Dissemination; Interviews; \*Mass Media Use; Media Selection; Publicity; \*Public Relations

This booklet provides advice on how schools can forge useful working relationships with the news media. Nineteen ground rules for working with print or broadcast media are outlined. The most important rule for all occasions is to make sure that your information is true. Strategies are described for using various tools of the trade, such as the phone call, news release, media advisory, fact sheet, news conference, individual briefings, the op-ed piece, editorial board visits, letters to the editor, public service announcements, and appearances on radio and television. Sidebars present tips for TV interviews, protocol in the electronic age, media kits,



DOCUMENT RESUME

ED 359 649

EA 025 087

Lezotte, Lawrence W., Ed.; Jacoby, Barbara C. Ed.  
Effective Schools Practices That Work.

PUB DATE- 91

NOTE- 96p.; Published by Effective Schools Products, Ltd.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; \*Change Strategies;

\*Educational Improvement; \*Effective Schools Research;

Elementary Secondary Education; \*Problem Solving; \*School Effectiveness

This monograph describes a number of successful solutions that have been used in schools involved in school improvement planning. Problem-solving strategies used by schools across the United States to address various situations are described, in which each school focused on student achievement and teaching learning for all students. The practices, based on effective schools research, were utilized in seven elementary schools, six junior high and middle schools, five high schools, and one school district. Programs, each of which is described in this report, addressed leadership training, alternative learning, reading improvement, participative action research, at-risk students, student mediation, individualized tutoring, mathematics achievement, and parent involvement. Data-based results are described and a contact source for each school is provided. (LMI)

ED 359 650

EA 025 091

Stringer, Bill

District Provision: School Improvement from a District Curriculum Perspective.

PUB DATE- Jan 91

NOTE- 17p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Curriculum Development; \*Educational Cooperation;

Educational Improvement; Effective Schools Research; Elementary Secondary Education; Foreign Countries; \*School Districts

IDENTIFIERS- \*Australia (Victoria)

Findings of a study that examined the development of district cooperation to provide a comprehensive curriculum in Victoria, Australia, are presented in this paper. Methodology involved observation and interviews with 34 key participants from schools in two districts. Participants expressed positive attitudes toward the district provision process but expressed underlying concerns. Conclusions are that the district provision process enables schools to cooperate on curriculum and learning issues, but that successful collaboration is hindered by too many schools involved in each district and lack of supportive leadership and time. Districts can be valuable coordinating structures when they focus on articulating curriculum programs on a P-12 basis. Finally, if district

## DOCUMENT RESUME

ED 359 671

EA 025 261

Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.

PUB DATE- 13 Sep 93

NOTE- 125p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Legal/Legislative/Regulatory Materials (D90)

DESCRIPTORS- \*Educational Change; \*Educational Improvement; Elementary Secondary Education; \*Excellence in Education;

Federal Legislation; \*Federal Programs; Government Publications; Instructional Improvement; \*Partnerships in Education; Poverty; Public Schools; Standards; Student Needs

IDENTIFIERS- \*Elementary Secondary Education Act; Goals 2000; National Education Goals 1990; \*Reauthorization Legislation

Established in 1965, the Elementary and Secondary Education act (ESEA) offered federal support to schools in low-income communities. Over the years, Congress amended and expanded the Act seven times. Evaluations of ESEA indicate that funds are spread thinly, instead of being targeted where the needs are greatest. The traditional add-on programs supported under ESEA are not powerful enough to help America reach the National Education Goals. The United States Department of Education recommends here that when ESEA is reauthorized it must set five clear priorities: (1) high standards for all children, with the elements of education aligned, so that everything is working together to help all students reach those standards; (2) a focus on teaching and learning; (3) flexibility to stimulate local school-based and district initiative, coupled with responsibility for student performance; (4) links among schools, parents, and communities; and (5) resources targeted to where needs are greatest and in amounts sufficient to make a difference. A detailed description of the changes proposed is presented title by title and program by program: "Helping Children in Need Meet High Standards" (Title I); "Improving Teaching and Learning" (Title II); "Expanding Opportunities for Learning" (Title III); "Safe and Drug-Free Schools and Communities" (Title IV); "Promoting Equity" (Title V); "Indian Education" (Title VI); "Bilingual and Immigrant Education" (Title VII); "Impact Aid" (Title VIII); and "General Provisions" (Title IX). Each program section contains "what's new," "what we've learned," and "what we propose." Also discussed are amendments to the General Education Provisions Act, the Individuals with Disabilities Education Act, and the Stewart B. McKinney Homeless Act. The program sections are followed by a total of 96 notes. (MLF)

ED 359 672

EC 301 060

Walker, Sylvia, Ed.; And Others

Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 91

NOTE- 120p.; For selected papers, see EC 301 061-072.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

## DOCUMENT RESUME

ED 359 690

EC 302 250

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions.

PUB DATE- Jul 92

NOTE- 941p.; This document consists of nine different separately published translations of an English language document. For the English edition on which these translations are based, see ED 349 755.

LANGUAGE- Italian; Vietnamese; Korean; Cambodian; Spanish  
EDRS Price- MF06/PC38 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Disabilities; \*Due Process; Educational Legislation; Educational Practices; Elementary Secondary Education; Eligibility; Federal Legislation; \*Handicap Identification; Individualized Education Programs; Parent Participation; Parent Rights; \*Parent School Relationship; Parent Teacher Cooperation; Record Keeping; Referral; School Responsibility; \*Special Education; Student Evaluation; \*Student Rights

IDENTIFIERS- Individuals with Disabilities Education Act; \*New York

These nine guides (in Italian, Vietnamese, Japanese, Korean, Greek, Khmer, Arabic, Haitian-Creole, and Spanish, respectively) are designed to provide parents with the knowledge they need to ensure appropriate educational programs for students (ages 5-21) with disabilities. It describes the special education process, programs, services, and the rights of children with disabilities in New York to a free appropriate public education in accordance with the Individuals with Disabilities Education Act of 1990. The guide has been revised to reflect changes in Education Law and Regulations of the Commissioner of Education made through March 1, 1992. Part I provides information related to the special education process, including an historical view of student rights, regular and special educational services, steps in the process from referral to triennial evaluation, due process procedures, and preparation for future education and employment opportunities. Part II is a practical handbook which includes suggestions for record keeping, participation in a parent/school partnership, and resource materials. At the end of each section, a summary of due process procedures relevant to that section is provided. A list of frequently used acronyms is provided, and lists of other resources are also presented, including New York State Early Childhood Direction Centers, special education training and resource centers, Office for Special Education Services (OSES) Regional Offices, and a checklist of publications available from the OSES. (JDD)

ED 359 691

EC 302 251

Ysseldyke, James E.; And Others  
Educational Outcomes and Indicators for Individuals at the Post-School Level.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 26p.; For educational outcomes and indicators for students completing school, see ED 354 661.

**DOCUMENT RESUME**

ED 359 709

EC 302 271

Kay, Sandra

On the Nature of Expertise.

PUB DATE- 28 Feb 92

NOTE- 23p.; Paper presented at the Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (2nd, February 28, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented &..." (150)

DESCRIPTORS- Adults; \*Aesthetic Values; Artists; \*Cognitive Processes; \*Creative Development; \*Creative Thinking; Problem Solving; \*Talent; Visual Arts

IDENTIFIERS- Aesthetics; \*Expertise; \*Problem Finding

This paper on the nature of expertise discusses implications of findings of an earlier study into the problem-solving, problem-finding and thought processes of 3 groups: 20 professional artists (experts), 20 semiprofessional artists (non-experts), and 20 non-artists (novices), each group consisting of 10 male and 10 female adults. Subjects were all given a "game" and instructed to "do whatever you like with it" and then asked later to verbally recount their mental processes as they observed a videotape of themselves. Results are discussed in terms of differing attitudes of experts versus non-experts and novices toward play, creative thought, personal aesthetic biases, and selected perception. Examples from the study are used in a discussion of the role of aesthetics in creative thought and sense of responsibility to the solution; i.e., knowing when a solution is "good," or "right," not simply when the task is "done." Implications considered include the possibility that aesthetic development may be critical to the development of creative thought and the need to reconsider the pedagogy involved in developmental approaches to defining or identifying exceptional ability in the visual arts. (Contains 38 references.) (DB)

ED 359 710

EC 302 272

Colorado Special Education Administrative Decisions, 1993.

PUB DATE- 27 Apr 93

NOTE- 132p.; Personal names have been "blackened out" throughout the document.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (D90)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Case Studies; Confidentiality; Costs; Decision Making; \*Disabilities; Discipline Policy; \*Due Process; Elementary Secondary Education; Extended School Year; Graduation; \*Grievance Procedures; \*Hearings; Individualized Education Programs; Lawyers; Mainstreaming; Opinions; Preschool Education; Private Schools; Public Education; Pupil Personnel Services; Residential Programs; \*Special Education; Student Evaluation; Student Placement; Teacher Qualifications; Transitional Programs

IDENTIFIERS- \*Colorado; Program Exit; Surrogate Parents

This document contains six inserts for the Colorado Administrative Decisions Notebooks, a compilation of all Colorado Special Education Administrative Decisions issued in 1992, including all Impartial Hearing Officer Decisions, State Level Review Decisions, and Federal Complaint Findings. The full text of each decision is preceded by a case summary which

**DOCUMENT RESUME**

ED 359 730

EC 302 297

Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families.

PUB DATE- May 91

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- At Risk Persons; Compliance (Legal); \*Disabilities; \*Early Intervention; Educational Legislation; \*Educational Objectives; Federal Legislation; Infants; Planning; Preschool Education; Program Development; \*Public Policy; \*State Programs; Toddlers

IDENTIFIERS- \*Colorado; \*Education of the Handicapped Act 1986 (Part H)

This report on Colorado's efforts to develop early intervention services for infants and toddlers with special needs and their families begins with a planning matrix displaying the program's philosophical base, methods, and system components. The report points out that the statewide service system should be designed to ensure access for all children with special needs.

Activities conducted or planned from June 1987 to June 1992 in each of the 14 systems components of Part H of Public Law 99-457 are documented. A planning strategy for 1990-92 is presented; an implementation strategy is spelled out; policies for implementing the 14 systems components are discussed; and objectives of Part H planning for 1990-91 are presented. These objectives focus on community development initiatives, a training and technical assistance network, support structures, and program administration. (JDD)

ED 359 731

EC 302 298

McNulty, Brian A.; And Others

Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992).

PUB DATE- Jul 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Compliance (Legal); \*Disabilities; \*Early Intervention; \*Educational Legislation; Federal Legislation; Handicap Identification; Infants; Preschool Education; Program Development; Program Implementation; Public Policy; Staff Development; \*State Programs; Student Evaluation; Toddlers

IDENTIFIERS- \*Colorado; Developmental Delays; Early Identification; Individualized Family Service Plans; \*Individuals with Disabilities Education Act Part H

This report on the fourth year of Colorado's participation in Part H of the Individuals with Disabilities Education Act describes major accomplishments in preparing for full implementation of Part H in Year 5. Accomplishments in the following areas are discussed: state definition of developmental delay, central directory, timetables for serving all eligible children, public awareness program, comprehensive child find system, evaluation and assessment, individualized family service plans, comprehensive system of personnel development, personnel standards, procedural safeguards,

# DOCUMENT RESUME

ED 359 750

FL 020 815

Backlund, Ingegerd  
Macrostructure in Conversation.

PUB DATE- Apr 92

NOTE- 12p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; Models; \*Oral Language; \*Speech Communication; \*Telephone Communications Systems; Text Structure; Written Language

IDENTIFIERS- \*Conversational Markers; \*Macrostructures (Information)

This paper attempts to show that certain structural relations that contribute to creating text in spoken and written monologue also bind segments together in conversation. Methodology is based on a model of text as consisting of sequences of a problem-solution structure. Analysis of texts from 12 purpose-oriented telephone conversations focuses on how macrostructural patterns are jointly created and made clear by the speakers in the course of the interaction. It is shown that speakers use two types of markers to clarify the macrostructure of the conversations: markers signaling the type of component in the problem-solution structure for a given unit, and markers that signal boundaries between units. Most markers of the latter type also focus attention on upcoming talk. Speakers used markers indicating the type of component in more than 50% of the structural units in the conversations, whereas 34% of the boundaries between units are specially marked. (Author/JP)

ED 359 751

FL 020 816

Nyyssonen, Heikki  
Lexis in Discourse.

PUB DATE- Apr 92

NOTE- 9p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communication Skills; Cultural Context; \*Cultural Differences; \*Discourse Analysis; Foreign Countries; \*Language Patterns; Language Usage; \*Lexicology

This paper is concerned with a discourse-based approach to lexis and, in particular, the discourse role of lexical patterns or lexicalized sequences which are completely or partially preassembled and more or less fixed in form. Lexical patterns, their function in a community's codes, and the cultural differences that may arise in their use, are briefly discussed. The relationship of lexical patterns to social competence and to two general discourse strategies, framing and symbolizing, is described. Lastly, the latent, pragmatic nature of lexical patterns is addressed. (Author/JP)

ED 359 752

FL 020 817

Bulow-Moller, Anne Marie  
The Notion of Coercion in Courtroom Questioning.  
PUB DATE- Apr 92

DOCUMENT RESUME

ED 359 775

FL 021 228

Lincoln-Porter, Felicia

Planning Language-in-Education in Arkansas: A Case Study.

PUB DATE- 93

NOTE- 22p.; For the complete journal, see FL 021 224.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- Bilingual Education; Case Studies; Elementary Secondary Education; English (Second Language); Geographic Distribution; Immigrants; \*Language Maintenance; \*Language Planning; \*Language Role; \*Limited English Speaking; Official Languages; \*Public Policy; Rural Areas; School Districts; \*Statewide Planning

IDENTIFIERS- \*Arkansas; Language Minorities

Aspects of state planning for language in education in Arkansas are examined and of several models of language planning that illuminate this case are analyzed. Information was gathered on language minority populations in Arkansas from census data, reports, and public and private sources. From this, an overall picture of language planning in the state was constructed. Three case studies of areas with language minority populations are used to illustrate the findings: the Hmong in Fort Smith; the Springdale School District; and Paragould Junior High School. As background, the evolution of state policy on English as the official language and on intervention with limited-English-proficient students is chronicled. The case studies are then outlined. In Fort Smith, federally-funded bilingual education was not able to serve the Hmong population, which later relocated to Georgia. The Springdale School District obtained federal funds to train teachers for rapid transitional bilingual education, to mainstream students as quickly as possible. In Paragould, the arrival of two Hispanic junior high school students, an unusual occurrence, caused school personnel to improvise, successfully, by treating the students' native language as a resource, not a barrier. It is concluded that Arkansas' decentralization of policy concerning language in education and the state's limited financial resources suggest that policy supporting native language maintenance may not be feasible. (MSE)

ED 359 776

FL 021 229

Loheyde, Kristin I.

Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study.

PUB DATE- 93

NOTE- 23p.; For the complete journal, see FL 021 224.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)

DESCRIPTORS- \*Articulation (Education); Case Studies; College Outcomes Assessment; \*College Second Language Programs; \*Educational Policy; Higher Education; \*International Studies; \*Language Planning; Language Proficiency; Program Development; Program Implementation; School Policy; Study Abroad; \*Uncommonly Taught Languages; Undergraduate Study

IDENTIFIERS- Content Area Teaching; \*University of Pennsylvania  
The development and implementation of undergraduate second language programs at the University of Pennsylvania are

Turn-of-the-century highlights include the Atlanta Conferences for the study of the Negro problem; the Negro Liberation Movement from 1901-10; Niagara Movement; and George Washington Carver's Agriculture Movable School. The chart covers these 20th-century events: founding of the National Association for the Advancement of Colored People and National Urban League; New Negro Movement; Harlem Renaissance; buying power movement; Congress of Racial Equality; Civil Rights Movement; and creation of the Kwanzaa holiday. A 34-item selected bibliography of adult education for African Americans is appended. (YLB)

ED 359 318

CE 061 882

Schmidt, B. June

What Works: When Teachers Integrate Vocational & Academic Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Aug 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Academic Education; Demonstration Programs; \*Educational Planning; \*Educational Strategies; High Schools; \*Integrated Curriculum; Models; Teaching Methods; \*Vocational Education

IDENTIFIERS- \*SREB Vocational Education Consortium

This paper summarizes strategies that have been successfully implemented at 3 of the 40 pilot sites working toward the goal of improving the academic competencies of students completing high school vocational programs. The strategies were culled from 30 interviews with academic teachers, vocational teachers, counselors, vocational directors, principals, a supervisor, and a remediation specialist at the three selected sites (a comprehensive high school and two vocational centers that serve four feeder high schools) operated by the Southern Regional Education Board/Vocational Education Consortium. A total of 215 strategies were summarized in 4 categories: (1) instructional strategies; (2) curricular strategies; (3) cooperative efforts between vocational and academic teachers, and (4) administrative practices and procedures. The 69 strategies highlighted in this paper are those actually used to achieve the integration of vocational and academic education at the school-site level. (KC)

ED 359 319

CE 061 977

de Moura Castro, Claudio; Alfthan, Torkel

Five Training Models. Training Occasional Paper No. 9.

PUB DATE- 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Historical Materials (060)

DESCRIPTORS- \*Apprenticeships; Educational Development; \*Educational History; \*Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Inservice Education; Job Skills; \*Job Training; Labor Force Development; Lifelong Learning; Models; Postsecondary Education; \*Vocational Education



Processing; \*Information Systems; Keyboarding (Data Entry); \*Marketing; Microcomputers; Needs Assessment; Occupational Information; Office Management; Postsecondary Education; Reprography; Research Reports; Secondary Education; Shorthand; Special Needs Students; \*Teacher Education; Teaching Methods; Typewriting; Vocational Education; Word Processing

This index provides entries for business education articles and research studies compiled from a selected list of periodicals and yearbooks published during 1992. Priority is given to journals essential to research and teaching in the broad business education spectrum with emphasis on information systems (including business communications), business teacher education, and vocational education (primarily marketing education). All entries have the title, author(s), journal, volume and number (if applicable), inclusive pages, month, and year. Subjects are arranged in alphabetical order first by main category and then by subcategories. Main categories contain miscellaneous entries related to that category; subcategories contain more specific entries. Each article is indexed under at least one and no more than four subjects. Major categories are as follows: accounting, accreditation, administration and supervision, business administration, business education, business communications, curriculum, document design and processing, educational institutions, employment, equipment and supplies, general education, guidance and counseling, human relations, information management/processing, keyboarding/typewriting, legislative issues, marketing, microcomputers, minorities, office management, professional development, reprographics, research, shorthand, special education, standards, teaching, testing and evaluation, and training and development. An author listing in alphabetical order follows the subject section. (YLB)

ED 359 337

CE 063 869

Cappelli, Peter

Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 35p.; Appendix A (two pages) is largely illegible.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Clerical Workers; Economic Research; Employment Qualifications; \*Job Analysis; \*Job Skills; \*Labor Force Development; Occupational Surveys; Policy Formation; \*Production Technicians; Public Policy; \*Research Methodology; Research Needs; Skilled Occupations

The research on the demand for skills in the U.S. economy is split over the issue of whether technological change has tended to increase or decrease job skill requirements. The question of whether job skill requirements have been rising is important to public policy debates concerning the skill gap, wage inequality, and the changing quality of jobs. Some researchers have attempted to use indirect measures of skill requirements, whereas others have used direct measures and have concentrated primarily on case studies. Neither approach is free of problems, however. A far better data source is job analysis. The job analysis measure developed by Hay Associates is similar to the Dictionary of Occupational Titles (DOT) measure and includes a series of variables that capture the autonomy and complexity of jobs with respect to areas such as know-how,

Environment; Work Experience  
IDENTIFIERS- Canada

A study to explore organizational conditions that facilitate workplace learning involved 35 resource development consultants in Calgary, Alberta, Canada and line staff from 22 organizations in a 9-hour participatory research workshop using Appreciative Inquiry--a technology emphasizing the positive or "life-giving" forces which contribute to a person's ability to be effective in an organization. The workshop format consisted of three separate 3-hour segments. Session 1 activities included naming 235 life-giving forces, grouping them into 17 categories, naming the affirmative topics, and selecting topics related to self-directed learning. Between sessions, the steering committee met to collapse the 17 categories into 7 topic headings. A 42-cell matrix was created to guide examination of the effects of these 7 life-giving forces upon Weisbord's (1976) 6 organizational factors. The second session was devoted to developing "provocative propositions" for each cell. During the final session, participants validated the final "provocative propositions." Using thematic analysis, 10 main propositions or major enhancers of self-directed learning in the workplace were identified: continuous improvement, involving individuals, taking personal responsibility, harmonious values, leadership that sets an example, valuing differences, communication, taking risks, teamwork, and innovation. (Appendixes include a description of the five steps in the Appreciative Inquiry process, information on development of the affirmative topics, 42 provocative propositions, a summary of participant evaluations, and definitions of the 10 organizational enhancers of self-directed learning. Contains 21 references.) (YLB)

ED 359 355

CE 063 961

Denton, Virginia Lantz

Booker T. Washington and the Adult Education Movement.

PUB DATE- 93

NOTE- 264p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (060)

DESCRIPTORS- \*Adult Education; Agricultural Education; Black Achievement; \*Black History; \*Black Influences; Black Institutions; \*Black Leadership; Blacks; Black Studies; Educational Development; \*Educational History; Extension Education; Job Training; Racial Segregation; Slavery; \*Social Change; United States History; Vocational Education

IDENTIFIERS- \*Washington (Booker T)

Born into slavery in 1856, Booker T. Washington overcame staggering obstacles to lead emancipated blacks into a quiet revolution against illiteracy and economic dependence. In his lifetime, the national focus became more democratic, and the education of adults proliferated, bringing social change. The first public efforts to educate freed slaves were instigated by the northern military, philanthropic groups such as the American Missionary Association, and the short-lived Freedmen's Bureau. Washington formed his early vision of the world in Hale's Ford, Virginia, an isolated rural crossroads where conditions were bleak for both blacks and whites, and at Hampton Institute in Hampton, Virginia, where the principal, Samuel Chapman Armstrong, became his most significant white mentor. Inbued with Armstrong's model of "head-hands-heart" education, Washington believed that to compete for justice, people must be trained and their training must be determined by

responsibilities of beginning licensed practical nurses (LPN). Project staff reviewed existing medical vocabulary texts and assembled a list of medical vocabulary word parts that were then each reviewed by three working registered nurses to determine their relevance to a beginning LPN. A pretest/posttest format was used to field-test 11 adult learners at two sites in Pennsylvania. The mean pretest score was 6.91 out of 45 (range, 3 to 15), and the mean posttest score was 39.27 (range, 33 to 44). Both the instructors and adult learners who used the new curriculum and materials reacted positively to them when interviewed. (MN)

ED 359 372

CE 064 002

Michigan Lifelong Learning Link. Facets and Perspectives.

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; \*Adult Educators; Conferences; \*Grants; Information Networks; Institutes (Training Programs); \*Lifelong Learning; Postsecondary Education; \*Professional Continuing Education; Program Descriptions; Resource Materials; State Programs; \*Teacher Education; \*Technical Assistance

IDENTIFIERS- \*Michigan Lifelong Learning Link

The two guides combined here profile the services available through the Michigan Lifelong Learning Link, a program developed to provide continuous adult professional development activities designed to enhance educator effectiveness. The "Perspectives" guide describes the activities funded by small incentive, consultant, and area/statewide grants awarded by the Michigan Lifelong Learning Link for the 1991-1992 grant year. It profiles academies (the Adult Basic Education Academies and Adult Learners' Leadership Academy) and a conference (the 1992 State Literacy Conference) that were cosponsored by the Michigan Lifelong Learning Link. The "Facets" guide describes the following professional development activities that are available through the Michigan Lifelong Learning Link: the Professional Development Program (a research-based staff development program that emphasizes assessment of staff needs, teacher participation, interactive instruction, follow-up, and evaluation); long-term professional development; business, industry, and labor program support; learner-centered programs; corrections program development; research connections; technical assistance; collaboration networks at the state and local levels; information dissemination; and statewide ancillary services. (MN)

ED 359 373

CE 064 004

Merlin, Shirley B.

Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- Feb 93

NOTE- 564p.; Photocopied materials in appendix C will not reproduce clearly. For a related document, see ED 321 074.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142), Test,

education, all providers of work-related training, businesses, the voluntary sector, and the National Institute of Adult Continuing Education. The paper considers the case for environmental adult education, reports on the level and kinds of activity that currently exist, and identifies a series of developments that are desirable and necessary steps in the transition to a more sustainable society, using government legislation and responsible individual, workplace, and community action as appropriate. In the belief that practices of educational organizations should act as examples, the paper also considers the process of institutional change. Contains 14 references. (YLB)

ED 359 391

CE 064 027

The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper.

PUB DATE- Mar 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Adult Education; \*Adult Learning; Educational Development; Education Work Relationship; Employer Employee Relationship; Foreign Countries; Human Capital; Job Skills; Job Training; \*Labor Force Development; Learning Motivation; \*Lifelong Learning; School Business Relationship; Student Participation

IDENTIFIERS- \*United Kingdom

This paper promotes the adoption of the lifetime learning targets that form part of National Education and Training Targets (NETTS) for Lifetime Learning in the United Kingdom. Section 1 defines NETTs as goals for levels of participation in education and training. Section 2 considers the characteristics and current profile of adult learners. Section 3 identifies challenges to be overcome if there is to be a greater commitment to education and training, if individuals are to undertake more learning, and if current nonparticipants are to be attracted into education and training during adulthood. Employment issues considered include the priority given to training and development, investment in training for older workers, core and peripheral workers, and the self-employed. Issues are identified that affect participation in education and training of significant groups presently underrepresented in programs. The section concludes by identifying structural challenges relating to the provision of education and training: curricular/sectoral boundaries, student support, access to guidance, the qualifications jungle, access to assessment, and appropriately skilled staff. Section 4 describes current initiatives that seek to overcome the educational concerns and other difficulties in expanding learning activity. Section 5 outlines 10 steps for achievement of NETTs. Section 6 refines the issues identified into a set of general recommendations and a set of key short-term actions which should be taken by particular players. Contains 69 references. (YLB)

ED 359 392

CE 064 028

BCEL Newsletter for the Business & Literacy Communities, 1984-1993.

PUB DATE- 93

NOTE- 496p.

LANGUAGE- English

This curriculum guide contains five units designed to help high school, college, or postsecondary teachers and trainers to make workplace gender equity issues clear to their students and to lead students to think about and prepare for changing conditions. The units cover the following topics: changing roles and life styles, gender bias and sex role stereotyping, equity in the workplace, individual and institutional opportunities to promote gender equity, and exploring selective equity topics and issues. Each unit contains the following: an outline correlating objectives to content, teaching strategies, and resources; suggestions for the instructor, information sheets to hand out, instructor resources, such as sample lectures, transparency masters, activities, checklists, and references. A resource list includes 38 books and 31 audiovisuals, with sources. (KC)

ED 359 411

CE 064 075

Merriam, Sharan B., Ed.; Cunningham, Phyllis M., Ed.  
Handbook of Adult and Continuing Education. The Jossey-Bass  
Higher Education Series.

PUB DATE- 89

NOTE- 718p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For  
Practitioners) - Non-Classroom Use (For Administrative and  
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-  
Classroom situations) (055), Collected Works - General (020)

DESCRIPTORS- Adult Basic Education; Adult Development; \*Adult  
Education; \*Adult Learning; \*Adult Students; Armed Forces;  
College Programs; Community Colleges; \*Continuing Education;  
Correctional Education; Distance Education; Educational  
History; Educational Resources; \*Educational Supply; Elementary  
Secondary Education; English (Second Language); Extension  
Education; Females; Foreign Countries; Futures (of Society);  
Higher Education; Individualized Programs; Individual Needs;  
Library Services; Nontraditional Education; Postsecondary  
Education; Professional Continuing Education; Proprietary  
Schools; Public Schools; Religious Organizations; Rural  
Education; Two Year Colleges

IDENTIFIERS- Canada; United States

This handbook contains 48 articles on adult and continuing education. Part 1, which deals with adult education as a field of professional practice, includes articles on such topics as the social and historical contexts of adult and continuing education, adult education and international development, the voluntary sector and adult education, and public policy and finance. Covered in Part 2 are topics related to adult learners and the educational process, such as: adult development and learning, nontraditional education, distance education, program planning and evaluation, and facilitating adult learning. The following are among the major providers of educational programs for adults that are examined in Part 3: public schools, four-year colleges and universities, community colleges, cooperative extension, the armed forces, correctional facilities, public libraries and museums, adult education agencies in the United States and Canada, religious institutions, proprietary schools, and business and industry. Part 4 deals with various adult education program areas and special clienteles, including speakers of nonnative speakers of English, women, older adults, rural adults, racial and ethnic minorities, and developmentally disabled adults. Part 5 presents three perspectives on adult education in the future. The contents of 14 past handbooks

training, learner-centered learning, preventing training problems, additional training concepts, and customer connections. Each chapter stands alone in addressing a particular aspect of training, but at the same time each chapter builds on the information provided in the preceding chapter, progressing to the last chapter, which ties training requirements to customer needs. Checklists, charts, comparisons, questionnaires, and survey samples from many sources provide information to support all training efforts. Most chapters contain a bibliography; a composite bibliography at the end of the book lists 2 resource organizations, 47 books, an article, and a training program. (KC)

ED 359 431

CE 064 173

Hyman, Jeff

Training at Work: A Critical Analysis of Policy and Practice.

PUB DATE- 92

NOTE- 191p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; Comparative Analysis; Educational Opportunities; \*Educational Practices; \*Education Work Relationship; Foreign Countries; \*Government Role; \*Industrial Training; \*Personnel Policy; Postsecondary Education; \*Public Policy; Tables (Data)

IDENTIFIERS- \*Great Britain

Employer approaches to work-based training were identified in a survey of 106 private sector companies based in Scotland in 1989. The survey data were analyzed in relation to the following: Britain's economic weakness, the industrial relations and educational reforms developed by the state as a response to the weak economy, existing labor force policy, training policies and practices in other countries, training provision in Britain overall, training and the personnel function, and training in practice. The study uncovered little evidence of "revolutionary" change in the employer-provided training practices and policies since the 1980s, during which most employment and training practices and policies in Britain were market driven. Per-employee training expenditures still remained relatively low, respectively, and there were few signs that government-sponsored programs for young trainees and long-term unemployed adults were being included as part of any strategic human resource planning system. The study findings were used to demonstrate the shortcomings of a market-based approach to solving Britain's deep-seated economic weaknesses. An alternative strategy calling for government coordination of a more substantial training and vocational education framework was presented. (Contains 22 tables, 2 figures, and 201 references.) (MN)

ED 359 432

CE 064 174

Caruso, Richard E.

Mentoring and the Business Environment: Asset or Liability?

PUB DATE- 92

NOTE- 157p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- \*Career Development; Case Studies; \*Influences; \*Managerial Occupations; \*Mentors; Skilled Workers; Tables (Data); \*Technical Occupations

differential response latency measure of gender schematicity. Eighty female college students completed the Sex Role Behavior Inventory Short Form. Subjects who scored masculine or at the higher levels of androgynous, feminine, or undifferentiated were selected to participate in a reaction time experiment using the computer. Response time latency was used to measure the gender schema. The results of analyses revealed no expected relationship between sextyping and gender schematicity, suggesting that gender schematicity and sextyping are separate and distinct characteristics. Highly sextyped women did not appear to be highly gender schematic, nor did those reporting less sextyping appear to be less gender schematic. (Author/NB)

ED 359 452

CG 024 915

Freedman, Susan A.

Sex, Gender and Locus of Control in College Students.

PUB DATE- Aug 92

NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*College Freshmen; Higher Education; \*Locus of Control; \*Sex Differences; \*Sex Role

Locus of control has most frequently been measured using Internal versus External measures. Some researchers have suggested that the External category should be broken down into two subcategories of powerful others and chance. In much previous research, Internality has been found to be related to positive adjustment. This may have implications for women and minorities, both of whom are more frequently found to attribute control to external factors. While several researchers have examined sex differences, few have used gender role measures in this research. This study was undertaken to examine the relationship between locus of control and gender role. Subjects (N=102) were college students who completed the Bem Sex Role Inventory and the Powerful Others, Chance, and Internal attribution scale. Eighty-four of the subjects were classified as having an internal locus of control, none as having powerful others, four as having chance. Twenty-five subjects were not classifiable by their scores. A nonsignificant trend for the interaction of sex by locus of control was found. Findings further indicated that Internal locus of control may be over-represented in some college populations. (Contains 60 references.) (Author/NB)

ED 359 453

CG 024 917

Carney, Margaret M.; Kivlahan, Daniel R.

Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change.

PUB DATE- Nov 92

NOTE- 16p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change; Drug Addiction; \*Drug Rehabilitation;

Models; \*Motivation; \*Profiles; \*Substance Abuse; \*Veterans

This study replicated an earlier study which identified five subtypes of outpatient alcoholics (Uninvolved, Participation,

have for counselors who work with relationship issues. Subjects were 21 women and 16 men recruited from various sources: church groups, groups of graduate students, and community contacts. The subjects completed the Commitment Inventory, a 60-item, 10-subscale inventory that measures the components of constraint and dedication separately. The two constructs were studied by comparing personal dedication to constraint and by studying each construct over time. The results showed that males had a higher level of constraint than did females and that the level of constraint seemed to increase over time. Dedication was similar for both males and females, and the level remained relatively steady over time. It is possible that, among clients who seek counseling for marital distress, those who rate high in personal dedication might be able to work through problems that those who score lower could not. If this appears to be the case, working to increase or develop personal dedication may be a start in early treatment of marital difficulties. (NB)

ED 359 471

CG 024 935

Bryan, Betsy

Overview of Childhood Schizophrenia.

PUB DATE- 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Children; Classification; Clinical Diagnosis; Etiology; Outcomes of Treatment; \*Psychosis; \*Research Needs; \*Schizophrenia; Symptoms (Individual Disorders)

Childhood schizophrenia is a rare but serious disorder with complex symptoms that affect children and their families. Childhood schizophrenia was once the term applied for all childhood psychoses, including autism and mood disorders, but more recently researchers have distinguished childhood schizophrenia from other disorders. There are differing views on the continuity of childhood schizophrenia into adult schizophrenia and on similarities between childhood and adult schizophrenia. A number of symptoms that some very young children with schizophrenia may exhibit have been identified by age, including lethargy (newborns); perseveration (3-12 months); and hypotonia and phobias (2 years). While many of these symptoms may continue through the elementary years, thinking, language, balance, and motor functions also may become disordered. The time of onset of the symptoms of schizophrenia seems to be an important variable in the course and outcome of the illness. The diagnostic criteria of childhood schizophrenia are the same as those for adult schizophrenia. Evidence has suggested that both biological and environmental factors play a role in the development of schizophrenia, although direct causes are still in question. Multimodal treatment programs, based on the child's individual cognitive level, have been suggested in working with children and adolescents. Much more methodologically sound research is needed in the areas of treatment, symptomatology, diagnosis, and etiology of childhood schizophrenia. (Contains 19 references.) (NB)

ED 359 472

CG 024 936

Hamon, Raeann R.; Elliott, Jennifer

Parents as Resources When Adult Children Divorce.

PUB DATE- Nov 92

NOTE- 13p.; Paper presented at the Annual Conference of the



replaced by more interactive and integrated approaches to text, based primarily upon a whole language philosophy. Intervention aspects purposely remained open-ended to accommodate each teacher's understandings and preferences. Built-in, weekly, three-way meetings between researcher and teachers created the necessary interaction for grounded theory to become operative. Quantitative data included surveys, teacher tests, student work samples, and gradebook records of student scores. Teachers read literature regarding interactive teaching methods, and, for 5 weeks, ongoing coaching sessions and researcher participant observations enabled teachers and students to experiment with interactive methods in terms of reading. Lorraine, a ninth-grade teacher, dropped inhibiting methods she had developed over the years and invited and weighed suggestions, adapting them to her needs and those of her students. She recognized the extent to which she had dominated the entire teaching/learning situation and noted the consequent negative effect on students. Sarah, an eighth-grade teacher, identified control as the major issue in her classroom. Her students liked and admired her intense desire to get them to learn, but they resisted her regimentation and disciplinary methods. The students thrived with the changes. Overall, student marking period grades increased appreciably. Findings suggest that interactive methods of reading allowed greater student voice and choice of content and method of studying literature. Teachers revitalized themselves and their classrooms. (Contains 44 references.) (RS)

ED 359 491

CS 011 346

Gross, Patricia A.

Shared Meaning: Whole Language Reader Response at the Secondary Level.

PUB DATE- Dec 92

NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; \*Dialog Journals; \*English Instruction; Literature Appreciation; \*Reader Response; Reading Research; Secondary Education; Student Attitudes; Teacher Attitudes; \*Whole Language Approach

IDENTIFIERS- English Teachers; \*Response to Literature

A study underscored the potential of whole language philosophy as a framework for secondary English teachers and students as they move away from strictly traditional methods. Research methods included case study, grounded theory, and qualitative inquiry. Participants included 2 veteran teachers who taught in a predominantly white, suburban high school which housed 1,000 students in grades 7 and 12. Data collection spanned 1 year and included interviews with the teachers, anecdotal field notes, lesson plans, assignments, student work samples, and teacher learning logs. By the end of the second semester, one teacher who taught 7th and 11th graders regretted having stalled in using dialogue journals. Though she had primarily held to traditional ways of insisting upon required readings of common texts, she had found students read more willingly and more carefully when engaged in dialogue journal activities which enabled them to verbalize opinions in writing and then share ideas with peers. The other teacher, who taught 8th and 12th graders, introduced dialogue journals differently: she used three forms of dialogue journals and quickly recognized the potential for students to grapple with words and ideas. The

the boredom his students showed with their standard collection of essays, created, along with his students, a series of essay topics drawn from the most important problems facing society. Students' essays written in this manner were better in form and content. Another composition instructor experienced a "teaching epiphany" during a discussion of an essay concerning what motivated people to risk their lives to help save Jews from Nazis. As the students discussed what they would do, they recalled Martin Luther King's "Letter from Birmingham Jail," which addressed that very issue. A passionate and heated discussion ensued, which lasted to the end of the class period and spilled out into the hallway after class. Political literature can play an essential role in motivating students to think deeply, in teaching them to write better, and in preparing them for the world beyond the classroom. (RS)

ED 359 510

CS 213 878

Rubenstein, Ilene; And Others

Rx for Tutor Training.

PUB DATE- Mar 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Cognitive Development; Higher Education; Paraprofessional Personnel; \*Peer Teaching; Program Descriptions; Role Playing; \*Training Methods; \*Tutorial Programs; \*Tutoring; \*Writing Instruction

IDENTIFIERS- Blooms Taxonomy; California State University Northridge

Tutor training programs in composition which emphasize interpersonal skills while offering concentrated correctness doses of mechanics and grammar are inherently limiting. While interpersonal skills are important, they only superficially address the complex situation of tutoring. A prescription for a healthy tutor program, one which would allow tutors to become paraprofessionals, must include measured doses of cognitive training. The tutoring program at the California State University (Northridge) combined Bloom's taxonomy into three "therapies": observation, interaction, and talk. Observation therapy is itself continuous and mirrors the peer collaboration techniques stressed in the program. Tutor trainees meet twice a week for a total of 3 hours. Once a month, the class is converted into a general meeting during which trainees and veteran tutors meet to discuss writing center experiences and issues and to engage in peripheral participation activities. Interaction therapy allows tutors to role play with the knowledge developed during observation therapy. Role playing emphasizes remembering and applying the generalizations and principles developed during observation treatment. Talk therapy, a tutor training course, focuses on the tutors' needs and allows the time for synthesis and evaluation by holistically and organically combining and recombining knowledge, comprehension, application, and analysis. Knowledgeable, well prepared tutors are needed, especially on campuses with rapidly growing diverse populations. (Two figures representing aspects of the tutor training program are included.) (RS)

comments themselves and the flagrancy with which the electronic medium asserts itself. For some teachers, a "flaming" InterChange threatens their position in the classroom and challenges their authority. The idea of the classroom as a nonflammable area seems to be desirable to many an instructor, in disregard of the fire that is raging outside of the safe and privileged setting of the computer classroom. InterChange can be an empowering experience for the students as well as the teacher. Flaming sessions tend to occur when students enter under a pseudonym and abuse the fact that they are completely invisible. During one such "flame," the other students and the instructor protected themselves and their writings by indirectly excluding the flamer from the discussion. However, in a session on the exploitation of women in beer commercials, the traditional power structures were reinforced and the exchange became hostile. The instructor incorporated the transcript of the flaming session as a primary text and had the students discuss the transcript during the next InterChange session. Used as a primary text, InterChange holds a lot of potential as a teaching tool. Teachers should not extinguish the flames but burn down the walls that separate the classrooms and the outside world where flaming is a fact of life. (RS)

ED 359 530

CS 213 920

Moneyhun, Clyde

Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom.

PUB DATE- 3 Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Course Content; Democracy; English Instruction; Freedom of Speech; \*Freshman Composition; Higher Education; Ideology; Intellectual Freedom; Marxian Analysis; \*Political Issues; Teacher Attitudes; Textbook Content

IDENTIFIERS- Aristotle; \*Composition Theory; Marx (Karl); Writing Contexts

The classical marketplace metaphor for intellectual exchange forms the ideological basis for the way argument is still taught in composition classrooms, where supposedly students are being prepared to participate as full citizens in an equal democracy. However, such a view of democratic citizenship, free speech, and argument is open to criticism for many reasons. Three chapters on argument from commonly used composition textbooks were analyzed for signs of this ideology. The textbooks described argument as practiced by equal participants on a level playing field. Participants must play by the rules, according to the texts. Facts and figures that are judged scientifically are privileged forms of information. The texts ask writers to move toward a consensus rather than become involved as interested partisans. Many teachers continue to believe in the myth of democratic participation. Karl Marx has critiqued such a position as being merely the veiled tricks of the ruling class to maintain control and power. Oppressed peoples must be convinced that they are not, in fact, oppressed. Preaching to economic and social subordinates that they are democratically "equal" to their oppressors is to obscure the truth of their situation and to deny them freedom

Americans, and Native Americans--who make up approximately 95% of the minority population of the United States and who are underrepresented in educational and economic achievement and overrepresented in poverty, joblessness, educational failure and attrition. Sections of the paper discuss: how educators contribute to student failure; attacks on minority culture from the society at large; the "English only" movement; differential treatment established by traditional school funding; identification of the root cause; how educators can become advocates for minority students; and retrieving the dream of the civil rights movement of the 1960s. (Contains 71 references.) (RS)

ED 359 550

CS 213 942

Calkins, Lucy McCormick; Harwayne, Shelley  
Living between the Lines.

PUB DATE- 91

NOTE- 328p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Creative Writing; Elementary School Teachers; Elementary Secondary Education; Reading Instruction; Reading Writing Relationship; Secondary School Teachers; Writing Evaluation; Writing Improvement; \*Writing Instruction; \*Writing Workshops

IDENTIFIERS- \*Childrens Writing; Writing Contexts

Intended for both experienced and novice K-12 teachers, this book invites teachers to bring new life into the reading-writing workshop and calls for teachers to push back the frontiers of their thinking about teaching writing and reading. The book includes chapters on establishing courses of study in which children read and write memoir, picture books, and nonfiction; the story of how writers' notebooks and a new focus on rehearsal have led to a major rethinking of the writing workshop; a look at the qualities of good writing; an introduction to literature and ways these texts can enrich classrooms; and an invitation to pioneer new ideas about conferring, record keeping, mini-lessons, and organizational structures for the workshop. Chapters in the book are: (1) Big Dreams and Tall Ambitions in the Teaching of Writing; (2) A Place for Writing and Reading; (3) Shared Stories Turn Classrooms into Communities; (4) The Notebook: A Tool for Writing and Living; (5) Rereading and Reflecting: Adding Growth Rings of Meaning to Our Writing; (6) From Notebooks to Projects; (7) Revision of Teaching; (8) When Writers Clear the Sills of Their World; (9) Silent Spaces and Study Groups in the Reading and Writing Workshop; (10) New Frontiers; (11) Picture Books and the Magic of "Once upon a Time"; (12) Memoir: Reading and Writing the Story of Our Lives; (13) And the Walls Come Tumbling Down: Bringing Our Lives to Nonfiction Research; (14) Learning to Confer in Ways That Last a Lifetime; (15) Records of Growth; (16) Hopes and Horizons: Understanding Our Children's Images of Good Writing; (17) Density in Writing: When Tests Take Writers and Readers on Significant Journeys; (18) On Loving Words; and (19) Nurturing Writing, Nurturing Teaching. (RS)

ED 359 551

CS 213 943

Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten.

competing in rhetorical criticism forensic events. Subjects, 31 students at the Michigan Intercollegiate Speech Association state championship, completed a questionnaire. Results indicated that: (1) only 1 of the 11 subjects who had experience in competitive rhetorical criticism chose to stop participating in the event; (2) of the 20 respondents who had never competed, only 8 claimed that they believed a rhetorical criticism speech was too difficult to write; (3) gender differences apparently played no part in competitor apprehension; (4) several subjects indicated an influence of educational level, interests and exposure on participation in rhetorical criticism; (5) lack of understanding about the rhetorical criticism event appeared to be a primary reason for competitor avoidance; and (6) encouragement from coaches was a significant factor in a student's decision to pursue success in rhetorical criticism. Findings suggest that intercollegiate forensic coaches and facilitators need to provide ample encouragement to their students and decide exactly what rhetorical criticism is. (Twenty-three references are attached.) (RS)

ED 359 570

CS 508 208

Warren, Ron  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.

PUB DATE- Feb 93

NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Advertising; Cognitive Development; Elementary Secondary Education; Literature Reviews; \*Mass Media Effects; Mass Media Role; \*Media Research; Research Needs; Research Utilization; \*Smoking; \*Young Children

IDENTIFIERS- Advertising Effectiveness; \*Content Regulation (Broadcasting); \*Joe Camel; Media Literacy

The Joe Camel campaign by RJR Nabisco began in 1990 in an attempt to increase the brand's sagging market share. Studies showed the campaign's appeal to young children and teenagers. In the debate that followed, several children's advocates renewed their appeals for restriction on cigarette ads. A review of the literature shows that children are at a disadvantage when confronted with television and its advertising content. Young children are more attracted by perceptual features of content, have difficulty processing all but the most explicit stimuli, and often cannot comprehend the meaning or intent of broadcast material. The government agencies that called for this research in the 1970s often ignored relevant findings when setting policy. Deregulated broadcasting of the 1980s led to a dramatic increase in the number of independent stations, children's programming, and children's advertising. The Camel campaign appealed to youngsters who read magazines like "Sports Illustrated" and saw Joe Camel on billboards and store windows. Rather than trying to guide policy, researchers should focus future work on more basic questions concerning the cognitive development of children, and how they process information from all mass media. Such study can explore the viewing and consumer situations young people face every day and how these situations trigger important steps in the cognitive development process.

large midwestern university, rated the communicator style and power bases used by either a highly effective or highly ineffective teacher. Results indicated that both groups of students agreed on the communicator style and power variables that characterize a bad teacher. However, the two groups differed in their perceptions of how good teachers communicate and use power in the classroom. (One table of data is included.) (Author/RS)

ED 359 590

CS 508 237

Myers, Scott A.; Merkin, Rebecca  
Safe Sex and Compliance-Gaining Strategy Usage among College Students.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication Research; \*Compliance (Psychology); Higher Education; \*Sex Differences; \*Sexuality; Student Attitudes; \*Undergraduate Students

IDENTIFIERS- Communication Behavior; \*Communication Strategies; \*Compliance Gaining Strategies; Safe Sex Practices

A study examined the likelihood of using compliance-gaining strategies when engaging in safe-sex situations. A sample of 110 college students from a large midwestern university completed a 16-item questionnaire that utilized G. Marwell and D. Schmitt's compliance-gaining typology. Results indicate that female college students were significantly more likely than males to use nine of the strategies: threat, expertise-positive, expertise-negative, aversive stimulation, self-feeling-positive, self-feeling-negative, altercasting-positive, altercasting-negative, and altruism. Findings suggest that males and females differ somewhat in their use of compliance-gaining strategies when engaged in safe sex situations. Future research should investigate specifically the content of the communication. (Two tables of data are included; 22 references and the survey instrument are attached.) (Author/RS)

ED 359 591

CS 508 238

Smith, V. A.  
Teaching Oral Interpretation: A Reading Specialization Perspective.

PUB DATE- 16 Apr 93

NOTE- 7p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Childrens Literature; \*Communication Skills; Course Content; Dramatics; Higher Education; Literature Appreciation; \*Oral Interpretation; \*Preservice Teacher Education; Reading Teachers

IDENTIFIERS- \*Texas A and M University Kingsville

For 3 years, Texas A and M University Kingsville (formerly Texas A and I University) has provided a basic oral interpretation

IDENTIFIERS- \*New Jersey

The New Jersey State government could reduce pupil transportation aid payments to local school districts by between \$35 million and \$50 million by eliminating support for questionable expenditures and by using the funding formula adopted in the Quality Education Act of 1990. This report describes how these dollar savings can be achieved. The major conclusion is that the general approach of the new funding formula affords a matchless framework for controlling costs, if properly employed. At present, however, needlessly high payments are being made to a number of districts. Problems with the new formula include inaccuracy in reporting, overpayment, rewards for past inefficiencies, transportation for special education students, the use of population density as a factor for determining transportation costs, and "aid-in-lieu of" transportation of private school pupils. Five recommendations are made to change the aid formula, data-collection process, and practices. Six tables are included. (LMI)

ED 359 610

EA 025 031

Who Chooses and Why? Baseline Demographic Data Report. San

Antonio School Choice Research Project.

PUB DATE- Jun 93

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; \*Family Characteristics; \*Low Income Groups; Minority Groups; \*Parent Participation; \*Private Schools; \*Public Schools; \*School Choice; School Demography; Urban Areas

IDENTIFIERS- \*San Antonio Independent School District TX

This report describes the collection of baseline demographic data for a 3-year study of private and public school choice programs in San Antonio, Texas, for grades 1-8. The two choice programs involved are: (1) the privately funded Children's Education Opportunity Foundation (CEO) program providing partial scholarships to low-income children for use in private and out-of-district public schools; and (2) a districtwide multilingual public school choice program offered by the San Antonio Independent School District (SAISD). The baseline data report encompasses both choosers and nonchoosers. Findings show that both programs primarily serve Hispanic families. Anglos are slightly overrepresented among CEO-choosing families. African-Americans are slightly overrepresented in the multilingual program. The CEO program primarily serves low-income families, while the SAISD multilingual program serves a wider income range. Choosing families are better educated and have higher incomes, fewer children, more female parents in the work force, and higher educational expectations for their children than nonchoosing families. Over half the choosing students are females; almost two-thirds of nonchoosing students are males. CEO parents selecting private sectarian schools are more involved in religious activities than either multilingual or nonchoosing parents. Both choosing and nonchoosing families highly value education, compared to other goals. Participating CEO parents were satisfied with the scholarship amount. The discussion is accompanied by 32 tables and an executive summary. (MLH)

ED 359 611

EA 025 036

Lezotte, Lawrence W.

media access to the school, rapport with reporters, credibility do's and don'ts, and effective wording of media responses. Appendices contain definitions of media jargon and samples of a news release, media advisory, and fact sheet. (LMI)

ED 359 630

EA 025 066

Lewis, Anne  
Leadership Styles.

PUB DATE- 93

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Educational Administration; Educational Change; Elementary Secondary Education; \*Leadership; \*Leadership Qualities; \*Leadership Responsibility; \*Leadership Styles; Management Development; Professional Development; School Administration

This book provides a personal look at the styles of several school leaders, probes the literature on school leadership, and explores some of the instruments designed to measure leadership style. The introduction explains the need to change leadership styles as education changes. Chapter 1 examines the redefinition of leadership roles and the role of leadership styles in the changing educational system. The second chapter describes two theories--leadership as management and situational leadership. Leadership most effective for rural schools and in reform contexts are described. Instruments to measure leadership styles are discussed in the third chapter, which provides a checklist for selecting a useful measure. Chapter 4 describes leadership roles that will see the greatest change in the future and offers resources for more information. Five figures and chapter endnotes are included. Appendices contain information about 28 leadership styles instruments. (LMI)

ED 359 631

EA 025 067

Gmelch, Walter H.; Torelli, Joseph A.  
The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.

PUB DATE- Apr 93

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Effectiveness; \*Administrator Responsibility; \*Administrator Role; \*Burnout; Conflict Resolution; Coping; Elementary Secondary Education; \*Role Conflict; \*Stress Variables; Work Environment

IDENTIFIERS- Washington

Findings of a study that examined the relationship of administrative role conflict and ambiguity with stress and burnout are presented in this paper. A survey sent to 1,000 Washington State administrators (250 each from the following groups--elementary, junior, and senior high school principals; and superintendents) elicited 741 returns, a 74 percent



provision were the only innovation requiring implementation, optimism could be warranted. However, overfull political and educational agendas may hinder schools' maintenance of energy and will. Six tables are included. (LMI)

ED 359 651

EA 025 092

One Student at a Time: Report of the State Board of Education Task Force on High School Education.

PUB DATE- Oct 92

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Educational Improvement; \*Educational Policy; Educational Quality; \*High Schools; \*Outcomes of Education; \*School Restructuring; State Action; \*State Standards

IDENTIFIERS- \*Texas

In creating the Texas Task Force on High School Education, the State Board of Education directed the task force to review the status of public high school education in Texas and develop a policy to prepare the state's high schools for the 21st century. This report is the task force's response to that charge. The first section analyzes the need for restructuring Texas high school education. Inadequacies of the current system are demonstrated in academic underachievement, particularly among minority students, and health and safety issues. Subsequent sections offer information on each part of the high school education policy: mission; community of learning; organization; curriculum, instruction, and assessment; professional growth and development; and student supports. Recommendations for restructuring include the following: abandon academic tracking and class ranking; pair each student with a teacher to develop an individualized learning plan; improve teacher working conditions and give teachers more control; coordinate student support services with other professionals; and develop an instruction-focused, flexible daily school schedule. To implement the task force policy, it is recommended that secondary education build educational excellence and equity, provide professional development, create a network to support high school restructuring, communicate and coordinate high school reform, and establish local and state conferences on high school education. (Contains 35 references.) (LMI)

ED 359 652

EA 025 093

Liontos, Lynn Balster

Transformational Leadership: Profile of a High School Principal.

PUB DATE- Jul 93

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Historical Materials (060)

DESCRIPTORS- Administrator Characteristics; \*Administrator Effectiveness; Biographies; Change Agents; Educational Improvement; High Schools; \*Leadership Styles; Participative Decision Making; Personality Traits; \*Principals; School Restructuring; \*Teamwork

IDENTIFIERS- Caring; Empowerment; \*Eugene Public Schools OR; Facilitator Styles; \*Transformational Leadership

DESCRIPTORS- Accessibility (for Disabled); Adults; \*Agency Cooperation; American Indians; Asian Americans; Assistive Devices (for Disabled); Blacks; Children; Computer Oriented Programs; Cooperative Programs; Cultural Differences; Cultural Pluralism; Delivery Systems; \*Disabilities; \*Educational Opportunities; \*Employment; Employment Opportunities; Futures (of Society); Hispanic Americans; Incidence; Information Technology; \*Minority Groups; Program Development; Public Policy; Rehabilitation; Substance Abuse; Teamwork; Technology; \*Vocational Rehabilitation

This proceedings reports on a national conference which explored means of eliminating and reducing barriers to employment, educational opportunities, and rehabilitative services for minority individuals with disabilities. Section I, titled "Policy Implications and Future Forecasts," contains five papers with the following titles and authors: "Future Frontiers in the Employment of Minority Persons with Disabilities: NIDRR's Role" (William H. Graves); "Status of Minority Persons with Disabilities: Where Do We Go from Here?" (Howard Moses); "Prevalence, Distribution and Impact of Disability among Ethnic Minorities" (Sylvia Walker and others); "Differences in Rehabilitation Service Utilization Patterns of African Americans and White Americans with Disabilities" (Faye Z. Belgrave and Sylvia Walker); and "Substance Abuse among Physically Disabled Patients in a Hospital Serving Urban Minorities" (Herbert L. Thornhill). Section II, titled "New Frontiers in Multicultural Approaches," includes: "Enhancing Diversity: A Multicultural Employment Perspective" (Lynda R. Campbell); "Hispanics with Disabilities in the Work Force: A Window of Opportunity" (Antonio Suazo); "Vocational Rehabilitation and the American Indian: Where Is the Innovation?" (Jennie R. Joe); and "The Employment of Asian/Pacific Minority Persons with Disabilities" (Alan H. Woo). Section III, "Frontiers in Assistive Technology," offers the following five papers: "Future Frontiers in the Access to Technology" (Robert W. Nicholls); "Hearing To Read: The Kurzweil Reading Machines" (Grace J. Lyons); "What Is Appropriate Technology?" (Jan Galvin and Betsy Phillips); "The Computer: A Vehicle for Access for People with Disabilities" (Susan Boaz); and "Information Technology Program for Persons with Disabilities" (Patrick Sheehan). The final section, "Advancing Frontiers through Collaboration," contains "Bridges to Leadership 2000: Howard University Youth Leadership Training Program" (Sylvia Walker and Satwant Kaur); "Maximizing Potential: The Parents' Role" (Shirley Poindexter Dyer); "America's Mean Streets: A Challenge to Youth" (Isaac W. Hopkins); "Collaborative Models: Partnerships for Success" (Joyce Keener); and "Empowering Minority Persons with Disabilities through Collaboration" (Toni Killings). (JDD)

ED 359 673

EC 301 071

Walker, Sylvia; Kaur, Satwant  
Bridges to Leadership 2000: Howard University Youth Leadership Program.

PUB DATE- 91

NOTE- 6p.; In: Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990); see EC 301 060.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150). Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Black Youth; \*Career Development; \*Disabilities;

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Basic Skills; Citizen Participation; Communication Skills; \*Disabilities; \*Educational Assessment; Elementary Secondary Education; \*Evaluation Methods; Graduate Surveys; Interpersonal Competence; Literacy; Models; \*Outcomes of Education; Personal Autonomy; Physical Health; Program Evaluation; Quality of Life; Self Evaluation (Individuals); Social Adjustment; \*Student Educational Objectives; \*Student Evaluation

This guide presents a model for evaluation of educational outcomes appropriate for use with all students (with and without disabilities). It addresses specific post-school outcomes, associated indicators, and possible sources of data for the indicators. The model identifies seven measurable outcome domains and three to five outcomes per domain. The seven domains are as follows, with sample outcomes in parentheses: (1) presence and participation (individual is employed); (2) physical health (individual makes healthy lifestyle choices); (3) responsibility and independence (individual functions independently); (4) contribution and citizenship (individual votes and pays taxes); (5) academic and functional literacy (individual demonstrates competence in communication); (6) personal and social adjustment (individual gets along with other people); and (7) satisfaction (individual reports satisfaction with current status). For each of the outcomes, one to seven possible indicators are then identified (for example, percent of individuals in the workforce). Finally, steps toward identifying sources of data for indicators are suggested, with such examples as informed respondent interviews, individual surveys, observation records, parent reports, and supervisor ratings. (DB)

ED 359 692

EC 302 252

Kupper, Lisa, Ed.

National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 342p.; Videotape not available from ERIC. For selected papers, see EC 302 253-264.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - Proceedings

(021), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Change; Behavior Problems; \*Communication Skills; Curriculum Development; \*Educational Practices; Elementary School Students; Elementary Secondary Education; Evaluation Methods; \*Interpersonal Communication; Intervention; Mental Retardation; \*Multiple Disabilities; Parent Participation; Secondary School Students; \*Severe Disabilities; Social Integration; Student Educational Objectives; Teamwork

This combined audiovisual and textual package presents results of a symposium which attempted to identify critical issues and

includes a listing of key topics, a statement of the issues, the decision and highlights of the decision, and highlights of the discussion. Topics covered in the compilation as a whole include: procedural safeguards, due process hearings, extended school year, discipline (suspension and expulsion), free appropriate public education, residential placement, private schools, least restrictive environment, student evaluation, confidentiality of information, related services, individual education plans, attorney fees, surrogate parents-guardian ad litem program, HIV (human immunodeficiency virus) and other health-related issues, qualified instructional personnel, infants and toddlers and other preschool handicapped concerns, graduation and exit, and transitional programming. An index listing the decisions and findings by key topics is provided. The six cases contained in this volume are evenly divided between Impartial Hearing Officer Decisions and Federal Complaint Findings. Cases concern many, but not all, of the issues cited in the index. (DB)

ED 359 711

EC 302 273

Akridge, Robert L., Ed.; And Others

Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991). SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 14 Nov 91

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Career Development; Civil Liberties; Community Programs; \*Counseling Services; Deinstitutionalization (of Disabled); Delivery Systems; \*Disabilities; Employment Programs; Higher Education; \*Independent Living; Medical Services; \*Peer Counseling; Peer Influence; Secondary Education; \*Social Support Groups; Vocational Rehabilitation

This document contains 18 papers presented at a conference designed to increase practitioners' understanding of disability issues and peer support strategies, with emphasis on peer support in such practice settings as independent living centers, community-based employment programs, medical programs, and secondary and higher education. The papers are: "Research on Peer Support" (Robert L. Akridge); "The Scientist and the Frog: A Tale of Two Creatures in the Form of an Experimental Fable" (Steven E. Brown); "Self-Help: Key to Empowerment" (Dale S. Brown); "A Case History of a Peer Counseling Program" (Jan Lilly); "A Movement towards Independence: One Perspective on the Disability Rights Movement" (John Chappell); "Peer Services and the VR System: A Parable of Peers" (Theodore W. Haworth); "Peer Support Counseling" (David G. Kay); "Minilab on Peer Counseling Skills" (Dale S. Brown); "Peer Support Services" (Kathleen M. Anderson); "The Kentucky Peer Support Program for Persons with Disabilities" (Dolores E. Reddinger); "Peer Counseling as It Relates to Persons Who Make a Transition from a Long-Term Care Facility into the Community" (Rick McWilliams); "A Personal Journey to Freedom" (Patricia Cudahy); "The Peer Mentoring Aspect of Enclaves in Supported Employment" (Debra A. Harley); "Return to Productivity: Innovative Vocational Programming for Persons with Spinal Cord Injury" (Ann Temkin); "ICAN, Increasing Capabilities Access Network Friends of Technology Network (A Peer Support Network)" (Karen

supervision and monitoring of programs, responsibilities of lead agency, and data collection. The report also describes sources of fiscal and other support for the early intervention system, interagency agreements, and use of Part H funds. Appendices provide charts showing allocation of resources and the text of a memorandum of understanding among the Colorado Departments of Health, Institutions, Social Services, and Education. (JDD)

ED 359 732

EC 302 299

Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms.

PUB DATE- Feb 93

NOTE- 19p.; Prepared by the CCLD Research Committee.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Research; Elementary Secondary Education;

\*Instructional Effectiveness; \*Instructional Improvement; Kinesthetic Methods; Language Handicaps; \*Learning Disabilities; Mainstreaming; Multisensory Learning; \*Phonics; \*Reading Instruction; Self Esteem; \*Teaching Methods; Team Teaching; Writing Instruction

IDENTIFIERS- \*Colorado

This document summarizes the final reports of five Colorado classroom projects funded to promote and evaluate effective instructional techniques for students with learning disabilities. (However, the projects also involved students who were not disabled.) The five projects dealt with: (1) effectiveness of using an edu-kinesthetic whole brain learning program with students with learning disabilities, students with speech/language delay, and regular classroom students; (2) fruits of team teaching within mainstream writing classrooms; (3) making phonics multisensory via visual phonics to enhance early reading instruction; (4) using recorded books to enhance regular and learning-disabled first graders' natural enthusiasm for reading and to maintain their self-confidence about learning; and (5) improvement of decoding skills and perceptual motor speed through use of a combination of visual, auditory, kinesthetic, and tactile approaches to learning sound/symbol relationships. (JDD)

ED 359 733

EC 302 300

Wyer, Doug; Hallinan, Peter

Special Life Skills for Community Living.

PUB DATE- 92

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Daily Living Skills; Foreign

Countries; Indigenous Populations; \*Instructional Effectiveness; \*Multiple Disabilities; Physical Disabilities; Program Effectiveness; Residential Programs; \*Severe Mental Retardation; Skill Development; Social Integration; Young Adults

IDENTIFIERS- \*Australia (Queensland)

This study examined the effectiveness of a 10-week life skills program in meeting the needs of its six Australian

NOTE- 11p.; In: Nordic Research on Text and Discourse. NORDTEXT  
Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)  
DESCRIPTORS- Court Judges; \*Court Litigation; Foreign Countries;  
Inquiry; Juries; Lawyers; \*Linguistic Theory; \*Pragmatics;  
\*Questioning Techniques; \*Syntax  
IDENTIFIERS- Defendants; \*Open Ended Questions; Witnesses; \*Yes  
No Questions

To account for coercive force in questions posed by counsel to  
defendants and witnesses, several levels of speech must be  
addressed. Forensic linguistics literature discusses the scale  
of coerciveness as reflected in the syntactic form of the  
questions. It is argued that this type of analysis fails to  
account for the inferences made by hearers (i.e., judge and  
jury) and that syntactically coercive questions can be highly  
cooperative and vice versa. An analysis of the televised mock  
trial of Lee Harvey Oswald showed that the most coercive forces  
were found not so much at the syntactic level as at the  
pragmatic, situation-bound level, with control strategies  
isolated. On the surface, courtroom evidence consists of facts  
but in practice, facts are produced under syntactic and  
pragmatic coercion because they are tailored to the needs of  
the real addressee, the judge and jury. (JP)

ED 359 753 FL 020 818

Gunnarsson, Britt-Louise  
Message Structure in LSP Texts: A Socially Determined Variation  
at Different Text Levels.

PUB DATE- Apr 92

NOTE- 18p.; In: Nordic Research on Text and Discourse. NORDTEXT  
Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.  
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Content Analysis; Diachronic Linguistics; Discourse  
Analysis; Foreign Countries; \*Languages for Special Purposes;  
\*Literary Genres; \*Sciences; \*Text Structure; \*Written Language

This article presents methods and results from diachronic studies  
of articles carried out within the project "LSP Texts in the  
20th Century," a study of genre-bound linguistic change and  
variation in science and popular science in the fields of  
economics, medicine, and technology. The interrelationship  
between text and context is central for the general theoretical  
model within which the LSP studies at the cognitive, pragmatic,  
macrothematic, and microsemantic levels are carried out.  
Methods for cognitive and macrothematic analyses and results  
from the study of the superthematic structure of 90 articles  
within science and popular science are described. Findings  
point to clearer genre boundaries for the scientific text genre  
and homogeneity of the scientific articles. (Author/JP)

ED 359 754 FL 020 819

Melander, Bjorn  
Main Worlds and Supplements. An Attempt at Using a Qualitative  
Approach to Quantitative Data.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse. NORDTEXT  
Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

analyzed in terms of several models of language planning. First, the stated foreign language proficiency goals of the four undergraduate colleges (arts and sciences, nursing, economics, and engineering and applied science), the Penn Language Center, the Office of International Programs, and the various foreign language departments are outlined. Strategies used for implementing those goals are then enumerated, including proficiency testing, the less commonly taught languages and content-based instruction used at the Penn Language Center, other study abroad programs sponsored by the Office of International Programs and campus-wide resources and projects to promote language use. Outcomes in the various programs are examined, and it is concluded that, despite the apparent dedication and achieved outcomes of these efforts, there is evidence of some hesitancy to commit fully to language instruction, including reluctance to require language skills before matriculation and limited articulation or interaction between language centers and related programs. In the context of a language planning framework such as that of J. Fishman (1979) problems or areas for improvement are identified in the phases of issue clarification, codification of purposes and procedures, elaboration of priorities and deadlines, implementation, evaluation, and iteration/cultivation. Contains 34 references.) (MSE)

ED 359 777

FL 021 230

Luna, Cathy  
 Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.

PUB DATE- 93

NOTE- 17p.; For the complete journal, see FL 021 224.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Journal Articles (080)

DESCRIPTORS- \*Classroom Communication; Cultural Differences; Discourse Analysis; Elementary Secondary Education; Group Dynamics; Interpersonal Communication; \*Listening Skills; \*Multicultural Education; \*Personal Narratives; \*Self Expression; Sociocultural Patterns; \*Story Telling

The role of personal narrative in multicultural education is examined. First, the relationship between student voice, storytelling, and the transmission of culture is discussed in the context of recent literature on those topics. The concept of voice describes the process of expressing oneself meaningfully through utterances and actions according to rules of social discourse. It is argued that the individual develops an individual and cultural voice through narration and dialogue, his/her own and/or others'. However, narrative is seen as rarely being given that positive a role in the classroom. Narrative is often treated as a lower form of discourse, and students are pushed to leave it behind as they progress through school. Expository or essayist writing is emphasized. As a result, cultural forms of narrative that are not essayist are de-emphasized. Teacher perceptions of the non-conforming discourse of some students may affect the students' access to literacy-related events, depending on the degree to which teacher and child share discourse conventions and strategies. It is proposed that teachers be taught the politics of discourse and learn listening skills that convey to students the message that while the cultural stories they have to tell are different, none is inferior. (MSE)

IDENTIFIERS- France; Germany; Latin America

Three centuries ago only religious schools and apprenticeship controlled by the guilds existed to provide training. Regular academic schools originated in religions that needed a well-educated clergy, and these schools offered the model for the universal basic and secondary schools that exist today in nearly all countries. The European guilds gave structure and substance to learning through the opportunity to study with a master. Apprenticeship has survived the centuries. At its most sophisticated, it has become very complex and structured, as in the German dual system. Three types of training have roots in the regular schools: arts and crafts schools, vocational and technical schools, and comprehensive high schools. Although France offers many other forms of skill training, the typical French system provides for the simultaneous delivery of skills and the regular school curricula. A system that has greatly influenced other countries is the U.S. comprehensive high school. Its main characteristic is to keep all students together until the end of the secondary level. Three systems are descendants of the apprenticeship tradition: the dual system from Austria, Germany, and Switzerland; enterprise-based training centers in Latin American countries; and the Japanese system in which vocational training is offered by large corporations. These systems cannot simply be transplanted from one society to another. They must be adapted to local conditions. In addition, their shortcomings in the country of origin tend to be exaggerated. (Contains 19 references.) (YLB)

ED 359 320

CE 061 978

Araujo e Oliveira, Joao Batista; Lau, Alex  
Retraining the European Workforce: How Technologies Can Help.  
Training Discussion Paper No. 95.

PUB DATE- 92

NOTE- 11p.; Paper prepared for the European Training Technology Event (2nd, Vienna, Austria, November 5-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Adult Education; Cognitive Development; Decision Making; Educational Assessment; Educational Research; Educational Strategies; \*Educational Technology; Followup Studies; Foreign Countries; Futures (of Society); Goal Orientation; \*Instructional Effectiveness; \*Job Training; \*Labor Force Development; \*Long Range Planning; \*Outcomes of Education; Program Effectiveness; Vocational Education

IDENTIFIERS- Europe; \*Instrumental Enrichment

The discussion of long- versus short-term effects is usually absent when it comes to the choice of training technology. Short-term effects become the major criteria for the choice: training resolves a concrete problem. An important reason for thinking about long-term effects of training and training strategies is the ultimate objective of training the European work force: to become flexible enough to face the uncertainties of the future. The Instrumental Enrichment Program (IEP) illustrates how firms and human development specialists deal with the dilemma of short- and long-term effects. IEP is an intervention program to improve cognitive development and thus make learners more eager and more able to learn. The research and evaluation of experimental applications of IEP in the workplace have not achieved the same positive, long-lasting effects of cognitive change that have been verified with



problem solving, and accountability. The Hay technique of job analyses was used to study the changing skill requirements for production and clerical jobs. The results suggested support for highly significant skill increases in production jobs. The results for clerical jobs, on the other hand, varied significantly by function. Half the clerical jobs examined experienced significant increases in skill needs, whereas the other half experienced significant decreases. Appendices contain data on the Hay technique, a list of production job titles, and graphical analyses of eight jobs. (Contains 83 references.) (MN)

ED 359 338

CE 063 897

Norton, Robert E.

SCID: Model for Effective Instructional Development.

PUB DATE- Jun 93

NOTE- 14p.; Paper presented at the Mid-America Competency-Based Education Conference (Bloomington, MN, June 9-11, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behavioral Objectives; Competency Based Education;

\*Curriculum Development; Formative Evaluation; \*Instructional

Development; Job Analysis; Job Skills; \*Material Development;

Needs Assessment; Postsecondary Education; Program Design;

Program Development; \*Program Evaluation; Program

Implementation; Program Improvement; Secondary Education;

Summative Evaluation; \*Task Analysis; Teaching Methods

IDENTIFIERS- \*Systematic Curriculum and Instructional Develop;

\*Tech Prep

The Systematic Curriculum and Instructional Development (SCID) model provides a tested procedure for developing high-quality, low-cost competency-based education and tech prep curriculum and instructional materials. It consists of 5 phases--analysis, design, development, implementation, and evaluation--and 23 components. The analysis phase includes needs, job, and task analyses. In the design phase, the task performance information collected during analysis is used to determine a training approach and develop learning objectives, performance measures, and a training plan. The development phase results in the production of whatever instructional materials, including media, were decided upon during the design phase. In competency- and performance-based programs, the instructional materials typically take the form of competency profiles, learning guides, and modules. The more traditional education and training programs usually produce curriculum guides, courses of study, and lesson plans. Implementation involves putting the education or training program into actual operation. The training is conducted, and learner performance is evaluated. Results of instruction are documented in the form of student and instructor performance records. Summative evaluation data is collected and analyzed; corrective actions are initiated. (Attachments include graphic and descriptive information about the model.) (YLB)

ED 359 339

CE 063 898

Norton, Robert E.

DACUM and Tech Prep: Dynamic Duo.

PUB DATE- Jun 93

NOTE- 23p.; Paper presented at the Mid-America Competency-Based Education Conference (Bloomington, MN, June 9-11, 1993).

the job market. He refined this idea at Tuskegee Institute in Alabama, which he founded, pioneering national and international programs in agriculture, industry, education, health, housing, and politics. Through his work at Tuskegee, he established himself as an agent for social change through adult education. Placing high value on the "uncommon good sense" of the older population, his new movement extended education to the masses of rural adults. (Appendixes included chapter notes, a 286-item bibliography, and an index.) (YLB)

ED 359 356

CE 063 962

Smith, Geoff; Bailey, Vivien

Staying the Course.

PUB DATE- Mar 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Persistence; Adult Education; Business Education; Computer Science Education; \*Dropout Prevention; Dropout Research; Dropouts; Educational Practices; Engineering Education; Foreign Countries; Postsecondary Education; \*School Holding Power; \*Student Attrition; Withdrawal (Education)

IDENTIFIERS- \*Business and Techn Educ Council (Great Britain); Great Britain

In a yearlong project, Britain's Business and Technology Education Council (BTEC) investigated why some students leave their educational programs before achieving their certificates or diplomas. The project drew information on completion rates from the BTEC database. Views of BTEC centers' staff were canvassed through a national survey covering 348 programs in business and finance, computing, and engineering. Center staff and BTEC's lead moderators shared views on good practice and the development work going on in their centers to improve completion rates. Field work visits involved interviewing program teams and 60 students and studying programs. A postal survey obtained insights from noncompleting students on their reasons for leaving their programs. Analysis revealed the following: personal attention was the basic principle behind good retention rates; most BTEC students left a program with some recorded achievement; getting a job was one of the main reasons for full-time students leaving programs; loss or change of employment and other work-related reasons were among the main reasons why part-time students left early; and most students who left early did so for program-related reasons, such as poor grades or poor achievement. Examples of good practice in centers include the following: improving personal attention, student support and personal tutoring; supporting large numbers of students; providing links with employers; dealing with anxiety; providing preenrollment attention; and using open and flexible learning techniques. (YLB)

ED 359 357

CE 063 965

Riley, Linda L.

DPI Gender Equity Leadership Project - Phase II. Final Report.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Jun 93

NOTE- 300p.; For a related document, see ED 358 372.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical

Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Basic Skills; Cooperative Programs; Curriculum Development; Delivery Systems; English (Second Language); Individualized Instruction; \*Implant Programs; Institutional Cooperation; \*Literacy Education; Mathematics Instruction; \*On the Job Training; \*Program Effectiveness; Reading Instruction; Second Language Instruction; Skill Development; Writing Instruction  
IDENTIFIERS- Shenandoah Valley; \*Workplace Literacy

This document contains the performance report, external evaluation, and curricula for the Career Enhancement Program, a workplace literacy partnership conducted by James Madison University and Massanutten Technical Center for five companies in Virginia. The performance report describes how the project delivered individualized workplace literacy instruction to employees via a mobile learning center or in on-site classes at plant sites, meeting a range of mathematics, reading, and language skill needs from beginning to precollege levels, English as a Second Language (ESL), and job-specific skills. Three appendixes contain, respectively, the interview and survey form, curriculum outline, and class schedule; a set of dissemination materials; and external evaluation report (which indicates a high level of satisfaction with project activities). This is followed by nine sets of curriculum materials that constitute by far the greater part of the document. They are: (1) Valley Blox math curriculum; (2) Perdue Farms benefits and safety curricula; (3) Rocco Enterprises benefits drug and alcohol policy, safety, language experience, and math curricula; (4) WLR Foods benefits, drug and alcohol policy, safety, and language experience curricula; (5) Merck and Co. chemistry and math curriculum; (6) Rocco Turkeys ESL curriculum--Getting Dressed for Work; (7) Rocco Turkeys ESL curriculum--Let's Talk to the Supervisor; (8) Wampler Longacre Chickens ESL curriculum--Getting Dressed for Work; and (9) Wampler Longacre Chickens ESL curriculum--Let's Talk to the Line Leader. (KC)

ED 359 374

CE 064 005

Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

PUB DATE- Feb 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adult Basic Education; \*Distance Education; Educational Policy; Educational Research; \*Educational Resources; Educational Strategies; Educational Television; English (Second Language); Information Dissemination; \*Information Networks; Online Systems; \*Outreach Programs; Position Papers; Program Content; Program Effectiveness; Resource Centers; Staff Development; State Programs; \*Technical Assistance

IDENTIFIERS- California; \*Outreach and Technical Assistance Network CA

The Outreach and Technical Assistance Network (OTAN) was developed to disseminate resources to California adult educators. During the project's third year, staff development and information services were provided to 321 funded agencies. In collaboration with the Educational Telecommunications

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Adult Reading Programs; Basic Skills; \*Business Responsibility; \*Corporate Education; \*Corporate Support; Correctional Education; Educational Needs; Educational Practices; Functional Literacy; Illiteracy; Outcomes of Education; Private Financial Support; Program Development; Program Effectiveness; \*School Business Relationship; Statewide Planning

IDENTIFIERS- \*Business Council for Effective Literacy; \*Workplace Literacy

This set of 36 newsletters deals with adult literacy programs and issues of interest to the business and literacy communities. Each issue contains either a message to corporate chief executive officers or a Business Council for Effective Literacy (BCEL) editorial, and most issues include brief reports on recent BCEL and corporate literacy actions and/or available BCEL publications. The following are among the topics covered in the individual issues: adult functional illiteracy; literacy initiatives in the public and private sectors; basic skills programs; the urgent need for statewide planning; literacy in the courts; basic skills for youth; computer-assisted instruction; libraries and literacy; supported work programs; English-as-a-Second-Language instruction; access to education; educational legislation; citizenship education; collective bargaining agreements covering education and training; college and university outreach services; community colleges; literacy programs at correctional institutions; programs for special target audiences (disadvantaged persons, dislocated workers, dropouts, single parents, immigrants, minorities); job training; and union-sponsored programs. The adult literacy program-related actions of individual businesses and corporations are highlighted. Indexes to all issues are included. (MN)

ED 359 393

CE 064 039

Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.

PUB DATE- Apr 93

NOTE- 12p.; Revises ED 344 081.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Basic Skills; \*Computer Assisted Instruction; Computer Assisted Testing; Computer Software Selection; \*Courseware; Curriculum; Educational Diagnosis; Educational Research; Educational Resources; \*English (Second Language); Job Skills; \*Job Training; Labor Force Development; Learning Modules; \*Literacy Education; Mathematics Skills; Research Reports

IDENTIFIERS- \*Workplace Literacy

This brief describes 23 computer-based adult literacy programs developed for instructional use in workplace and general literacy settings and 11 guides and research reports. Descriptions contain these types of information: area(s) taught or assessed; format; intended users; instructional objective(s); required hardware; cost; companion print materials; and source (name, address, and telephone number). The curricula and guides are divided into three types. The 10 work force/workplace literacy curricula are as follows: Basic Academic Skills for Employment; Aptitude Based and Interest Based Career Decision Tests; Reading in the Workplace, Math in the Workplace, and Solutions; Systems Approach for Workplace

(published between 1934 and 1981) are listed, and name and subject indexes are included. (MN)

ED 359 412

CE 064 076

Groff, Warren H.

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development.

PUB DATE- 93

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Curriculum Development; Developmental Programs; \*Educational Change; Educational Development; Elementary School Curriculum; Higher Education; \*Human Resources; \*Labor Force Development; Lifelong Learning; Mathematics; \*Nontraditional Education; Nursing; Program Development; \*Strategic Planning; Technological Advancement; Vocational Education

IDENTIFIERS- \*Nova University FL; \*Total Quality Management

This package includes a description of Nova University's Human Resource Development (HRD) core seminar and seven doctoral student papers. The description (by Warren Groff) explains how a major curriculum change was made to convert the vocational, technical, and occupational specialization seminar, Personnel-Human Resources Development, to the core seminar, Human Resources Development (HRD). The conceptual framework for the HRD core seminar involved an audit of HRD within the student's work context, a vision of a strategic direction and preferred scenario for an area of responsibility within each student's work context, and creation of a multiyear HRD action plan. An important issue for the Ed.D. Programs for Higher Education was seen to be assembling the critical mass of HRD Systems Engineers who would design and implement forms of alternative education that would produce a critical mass of high performance learners and leaders who could create learning communities in an advanced technical era. Appendixes include 24 references and the 7 student papers: "An Analysis of Governance Structure of the Amarillo Hospital District and Northwest Texas Hospital" (Richard Pullen); "Strategic Planning: Delivery of Quality Care through Nursing's Commitment to Quality Improvement" (Pullen); "Goals: Implementation of a Program to Enhance Nursing Commitment to Total Quality Improvement at NTH" (Pullen); "An Analysis of Human Resource Development at Arkansas Technical University" (Kathryn D. Pearson); "A New Vision for Elementary School Mathematics at Arkansas Tech University" (Pearson); "The Restructuring of Developmental Mathematics at Arkansas Tech University" (Pearson); and "Vision 2000: A Pedagogy Shift--Critical Thinking and Caring. Strategic Human Resource Development Plan for Restructuring Nursing Department Curriculum, Southwest Missouri State University, West Plains Campus" (Juanita J. Roth). (YLB)

ED 359 413

CE 064 077

Bowser, Don; Race, Ken

Designing an Orientation Program To Prepare Students for Distance Education Study.

PUB DATE- Nov 92

NOTE- 6p.; Paper presented at the World Conference of the International Council for Distance Education (Bangkok,

IDENTIFIERS- \*Motorola Inc

A study examined mentoring as a means of furthering the career development of managers, technicians, and highly skilled workers employed by Motorola Incorporated, which has had a formal mentoring program in operation since 1980. Senior managers and new employees who were paired in Motorola's mentoring program were surveyed to determine their perceptions regarding the need for mentoring help, the effort expended in gaining mentoring help, the help received, and the effectiveness of help received. Formally assigned mentors were not the proteges' primary source of mentoring help. Proteges did not find the mentoring relationships as helpful as their mentors believed them to be, and mentors did not feel that proteges put as much effort into finding help as the proteges stated. Exclusive one-to-one mentoring relationships proved to be quite rare and, in most cases, could not be successfully mandated by the company. The proteges recognized a need for mentoring help, made efforts to obtain help, and managed to obtain most of the help they needed from sources within the Motorola organization. A mentoring system designed as a protege-driven open system in which proteges seek and receive needed mentoring help from a number of sources was recommended. (Contains 26 tables, 2 figures, and 133 references.) (MN)

ED 359 433

CE 064 194

McAuliffe, Anne, Ed.

Gender Equity in Vocational Education. WEEA Digest.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- Aug 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070). Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Building Trades; \*Educational Improvement; Educational Philosophy; Employed Women; Females; Males; \*Nontraditional Occupations; Nontraditional Students; Postsecondary Education; Secondary Education; \*Sex Bias; Sex Discrimination; \*Sex Fairness; Student Attitudes; \*Vocational Education; \*Womens Education

This digest contains three articles on gender equity in vocational education, especially in relation to the provisions of the Vocational Education Act of 1976 and the Carl Perkins Act of 1984. "Gender Equity in Vocational Education" (Debra J. Robbin) describes interviews with students at a New England vocational school, in which they reported a generally equitable school environment, but some striking gender differences appeared in opinions about the roles of females and males in the workplace; "Vocational Education in the School Reform Movement" (Sundra Flansburg) highlights some of the equity issues raised in school reform discussions and their implications for vocational education; and "Shaping a New Decade: Women in Construction" (Susan Eisenberg) provides a perspective on the status of women in the building trades. An annotated list describes 11 publications on gender equity available from the Women's Educational Equity Act Publishing Center. (KC)

ED 359 434

CE 064 197

McAuliffe, Anne, Ed.

Mentoring in Educational Settings: Unresolved Issues and

Ambivalent, Precontemplation, Contemplation) according to the stages of change model, extending the effort to 404 polydrug users at a Veterans Administration hospital. Subjects were administered a demographic questionnaire; the Alcohol Use Disorders Identification Test (AUDIT); modified drug, psychiatric and legal sections of the Addiction Severity Index (ASI); the Short Michigan Alcoholism Screening Test (SMAST); the Drug Abuse Screening Test (DAST); and the University of Rhode Island Change Assessment Scale (URICA). Scores on the URICA were subjected to a cluster analysis, yielding four of the five profiles identified in the earlier alcoholism study. Since four out of the five profiles were nearly identically replicated in a more diverse substance abuse population, there do appear to be reliable differences in motivation as measured by the URICA in individuals applying for a variety of addiction treatment services. Continued replication of the profiles in different settings may clarify the parameters of the Uninvolved cluster not replicated in the current study. Members of the Precontemplation cluster scored significantly lower on the SMAST, DAST, and AUDIT; were significantly more likely to have had legal pressure to enter treatment; and were more likely to be referred to outpatient or community services than to inpatient treatment. The results are interpreted as suggesting that differences between the four clusters are most meaningful between the Precontemplation and successive stages of change. (Author/NB)

ED 359 454

CG 024 918

Alonzo, Angelo A.; Reynolds, Nancy R.

Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS.

PUB DATE- Aug 92

NOTE- 42p.; Paper presented at the Annual Meetings of the Society for the Study of Social Problems (42nd, Pittsburgh, PA, August 18-20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; At Risk Persons; \*Caregivers; \*Chronic Illness; Death IDENTIFIERS- \*Stigma

In this paper, human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) are analyzed in terms of stigma and illness trajectory. The primary purpose is to conceptualize how individuals with HIV/AIDS experience stigma and to demonstrate how these experiences are affected by the social and biophysical dimensions of the HIV/AIDS disease course. This paper is informed by existing conceptualizations and ongoing research into the experience of HIV/AIDS caregivers. Three stages are used to analytically describe the HIV/AIDS illness trajectory: the At Risk stage, the Latent stage, and the Manifest stage. The Latent stage is subdivided into the Latent Acute and Latent Asymptomatic phases while the Manifest stage is subdivided into the Early Manifest and the Full Blown AIDS phases. It is noted that the nature of stigma and its management change as the individual progresses from one stage in the trajectory to the next. It is proposed that, in going from being at risk for HIV infection to full blown AIDS, the individual and the caregiver must address several problems: (1) the experience and impact of stigma; (2) information control and management; (3) identity changes; and (4) physical decline and impending death associated with HIV/AIDS. How the individual and caregivers address these and other problems of

National Council on Family Relations (54th, Orlando, FL,  
November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adult Children; \*Divorce; Middle Aged Adults; Older  
Adults; \*Parent Child Relationship; \*Parent Role; \*Social  
Support Groups

Although a vast proportion of the literature within the last decade has been devoted to the role of adult children in caring for aging parents, family specialists need to acknowledge how older parents continue to function as family resources to their adult children, especially when these children are coping with major life problems. A study was conducted to explore how aging parents serve as resources for their adult children when children experience dissolution of their marriages. Fifty-two parents, ranging from 54 to 87 years of age, were asked to describe their experience of their adult children's divorces and to reflect upon ways in which they were helpful to their children during this life transition. Taxonomical analyses of the qualitative data were conducted. Results suggest that virtually all of the parents aided their children in one way or another. Although advice was provided sparingly and with some trepidation, emotional support was freely given. Frequently cited modes of instrumental assistance included provision of financial support for basic needs, attorney fees, or mortgage payments; housing; and childcare. (Contains 20 references.) (Author/NB)

ED 359 473

CG 024 937

Behrens, Troy T.

A Self-Help Support Group for Undergraduate Psychology Majors.

PUB DATE- Dec 90

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Higher Education; \*Majors (Students); \*Psychology;  
\*Self Help Programs; \*Social Support Groups; \*Undergraduate  
Students; Undergraduate Study

This document notes that the academic and emotional needs of undergraduates planning their futures in psychology are not often addressed. It proposes self-help support groups as a means of alleviating the tension and stress faced by psychology majors. The model for the support group described in this paper is adapted from Yalom's (1985) 11 therapeutic factors in group therapy (installation of hope, universality, imparting of information, altruism, corrective recapitulation of the primary family group, development of socializing techniques, imitative behavior, interpersonal learning, group cohesiveness, catharsis, and existential factors). The formation and functioning of an 11-week self-help group consisting of 11 female undergraduate psychology majors who were in danger of dropping out of the field of psychology is described. Areas discussed include interviewing of potential group members, group rules, open versus closed groups, the life span of the group, the duration of group sessions, group size, and group members' rights. A section on theoretical models notes that the support group was guided by behavioral and person-centered models. Included in this paper are suggestions for the formation of a group; a discussion of group dynamics; and descriptions of specific interventions, processes, and follow-



teachers approached change warily, yet found the results edifying. The students reacted strongly to restraints imposed by required readings and study guide questions; they much preferred the freedoms of selecting their own reading, exploring their own ideas, and consulting with one another to construct meaning. (Contains 20 references.) (RS)

ED 359 492

CS 011 347

Stephens, Mary A.  
Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District.

PUB DATE- Apr 93

NOTE- 137p.; Ed.D. Major Applied Research Project, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- \*Basic Skills; Instructional Effectiveness; \*Instructional Improvement; Intermediate Grades; Junior High Schools; \*Learning Disabilities; Middle Schools; Parent Participation; Program Descriptions; \*Reading Achievement; \*Remedial Programs; \*Remedial Reading; State Standards

IDENTIFIERS- Chesterfield County School District SC; Direct Instruction; Middle School Students

A program was developed and implemented to improve the reading achievement of 56 learning-disabled (LD) students in grades five through eight in a rural school district in South Carolina. Only 12% of the students were meeting the state standard in reading. Baseline test data indicated that reading achievement was from two to six grade levels below grade placement. Problems identified were absence of written basic skills curriculum aligned with the tests used to measure achievement; lack of consistent, effective instruction in the basic skills areas; and the need for more parental support and involvement in the education of students with special needs. Solution strategies for improving reading achievement of LD students included the development of functional basic skill curriculum guides, training for teachers in the use of direct instruction techniques, field testing the curriculum guide, inclusion of the basic skills objectives in the individualized education programs of the students, implementation of a direct-instruction model in the teaching of reading, use of the Corrective Reading Program, and involvement of parents. As a result of intervention strategies, 25% of the targeted students met the state standard on basic skill tests. Over 55% of the targeted students gained two or more grade levels in reading. The discrepancy between the students' estimated ability and reading achievement was reduced by 41%. Parent involvement increased from 10% to 75%. (Seventeen tables of data are included; 49 references, 10 appendixes of data, table of contents of the Students Offered Success curriculum, evaluation forms, and a newspaper article are attached.) (Author/RS)

ED 359 493

CS 011 348

Christmas, Jack  
Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

PUB DATE- Feb 93

NOTE- 164p.; Ed.D. Major Applied Research Project, Nova University.

Stotsky, Sandra

The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Elementary Secondary Education; \*English Curriculum;

\*Expository Writing; \*Personal Narratives; Theory Practice

Relationship; Writing Across the Curriculum; Writing Improvement

IDENTIFIERS- Composition Theory; \*Personal Writing; Writing

Contexts; \*Writing to Learn

National Writing Project reports show that writing process institutes and workshops have effected some positive changes in attitudes toward personal writing. The many teacher-written articles appearing in professional journals attest to the use and benefits of personal writing in the classroom.

Nevertheless, there is still no evidence that whatever has taken place in writing or content-area classrooms as a whole in the last two decades has improved student writing or content-area learning. The lack of positive evidence from existing research as well as the absence of truly cogent research on the subject is striking and must, until proven otherwise, constitute negative evidence on the usefulness of personal writing. Much criticism of the personal narrative is coming from university researchers and scholars; K-12 teachers either have not raised their voices or, if they have, have not sought or found publication. Why are there so few teacher-written articles pointing out problems with an emphasis on experience-based writing? Perhaps highly touted pedagogical ideas cannot be evaluated by K-12 teachers until university researchers and scholars begin to criticize them. Professional organizations urgently need to find ways to encourage and present ongoing critical dialogues by K-12 teachers on the pedagogical beliefs and practices advocated by university researchers and scholars, no matter how reasonable and appealing these beliefs and practices may seem. (Contains 48 references.) (SAM)

ED 359 512

CS 213 883

Shaffer, Pamela K.

Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- Classroom Environment; Cultural Awareness; Higher Education; \*Literary Criticism; \*Multicultural Education;

and reality. Thus, teaching composition must be altered from its current dependence on the democratic myth to a model more in tune with the liberating tendencies of radical pedagogies. (Contains 15 references.) (HB)

ED 359 531

CS 213 921

Spiegel, Lisa A.; Richardson, Maurine V.  
Collaborative Strategies That Integrate the Language Arts for  
Cross-Age Learning.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; \*Cooperative Learning; \*Cross Age  
Teaching; Elementary Secondary Education; Integrated  
Activities; \*Language Arts; Peer Teaching; Program  
Descriptions; Units of Study

IDENTIFIERS- Student Empowerment

The use of peers has long been beneficial to students: especially useful are cross-age projects, where students in the elementary and secondary grades engage in a common unit featuring projects separate to each grade and whole group activities. Cross-age projects are workable with careful planning in advance among teacher and administrators. Finding an expendable, yet educationally sound, topic for cross-age grouping in the language arts classroom is perhaps the more difficult task. The topic itself should be chosen first with the elementary student in mind. Topics and their accompanying activities must be selected with care and specifically tailored to each grade level. One successful topic centered around Beatrix Potter and her classic tales featuring Peter Rabbit and other characters. A cross-age unit was designed to last 16 days, with 4 of those days combining both grades--first and eighth or seventh and second). Activities within the unit incorporated the language arts skills normally taught. For cross-age projects, students should be graded upon participation and the quality of the activities completed. Although time-consuming and sometimes difficult to plan, cross-age projects more than make up for their troubles to teachers in student enjoyment, empowerment, and achievement. (Four figures that illustrate the unit in full and describe a collaborative research paper activity, a list of activities for a "Peter Rabbit Day," and a list of questions for a book review/response activity are attached.) (RS)

ED 359 532

CS 213 922

Bruce, Bertram C., Ed.; And Others  
Network-Based Classrooms: Promises and Realities.

PUB DATE- 93

NOTE- 312p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Books (010)

DESCRIPTORS- Classroom Communication; \*Computer Networks; Higher  
Education; Program Descriptions; Program Evaluation; \*Writing  
(Composition); Writing Evaluation; \*Writing Instruction

IDENTIFIERS- \*Collaborative Writing; Computer Communication;  
\*Electronic Networks for Interaction; Writing Contexts  
Exploring how new technologies and new pedagogies transform and

PUB DATE- 92

NOTE- 66p.; For Book Nine, see ED 335 698.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Creative Writing; Educational Games; Elementary Secondary Education; \*English Instruction; \*Language Arts; \*Language Usage; \*Learning Activities; \*Literature Appreciation; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; Writing Instruction; Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of writing and literature. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities in which students write family newspapers that include the proper journalistic components; use clustering to write poetry; and use a variety of artistic media to illustrate the landscape of Dante's "Inferno." Activities in the second section, which are designed to stimulate an appreciation and understanding of literature, include discussions in which students cast actors to star in novels the class is studying; select a dozen powerful quotations from Alice Walker's "The Color Purple" and then investigate how Stephen Spielberg treated these passages in his film of the novel; and adopt journalistic roles that enable them to produce a historical newspaper from a time and place depicted in a novel. Teaching ideas in the third section provide the means for students to learn about various stages of the writing process. These include activities in which students become consumer reporters; engage in mocked-up conversations for practice in writing dialogue; and make "poetry earrings" by writing pithy metaphoric statements or haikus on small, rectangular pieces of paper. (SAM)

ED 359 552

CS 213 944

Graves, Donald H.  
Experiment with Fiction. The Reading/Writing Teacher's Companion Series.

PUB DATE- 89

NOTE- 86p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Beginning Reading; Classroom Environment; \*Creative Writing; Elementary Education; \*Fiction; Learning Activities; Reading Instruction; Reading Writing Relationship; Writing Exercises; \*Writing Instruction

IDENTIFIERS- Childrens Writing; Emergent Literacy

Showing how fiction is a natural genre for children, this book helps teachers experiment with 10-minute fictional occasions, write with the children, and meld work in writing fiction with the reading program. The book includes a series of "actions"--experiments for personal growth and discovery in the classroom. Chapters in the book are: (1) Experiment with Fiction; (2) Fiction Is for Us--First; (3) See How Writers Work with Fiction; (4) Experiment along with Children; (5) Respond to Children's Fiction; and (6) A New Look at Children's Fiction. (RS)

Such research would seem to have applications not only for school media literacy programs, but for parents wishing to raise an intelligent consumer. (Contains 120 references.) (Author/RS)

ED 359 571

CS 508 209

Novak, Donald E.  
Cultural Diversity: Preparing Communication Majors for the Real World.

PUB DATE- Feb 93

NOTE- 35p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication (Thought Transfer); Course Content;

\*Cultural Awareness; \*Cultural Pluralism; \*Curriculum Development; Higher Education; Introductory Courses; Social Bias; \*Speech Communication; Undergraduate Students

IDENTIFIERS- Speech Communication Education; \*University of Alaska Fairbanks

The Department of Communication at the University of Alaska, Fairbanks restructured its major requirements to prepare majors for a multicultural world. After constructing a new mission statement, the faculty reviewed the requirements for its majors to see how much the current major requirements supported the mission. Four conclusions were reached. The faculty: (1) agreed that all majors should have exposure to issues related to cultural diversity; (2) concluded that a single exposure would not be enough for majors to be able to understand how cultural diversity affects the communication process across varying contexts; (3) broadened the concept of culture to include other diversity issues such as gender, ethnicity, age, ability, and sexual preference; and (4) set a goal to integrate all of this information surrounding diversity to the communication process itself, and therefore across the entire curriculum. Two new courses were established--a basic oral communication core course and a course called "Communication and Diversity." The dialog that emerged and is still continuing among the faculty regarding communication and diversity has clarified and identified issues that are central to the discipline. Restructuring was accomplished by integrating vertically and horizontally cultural diversity issues into every course in the curriculum. (The mission statement, new and old course requirements, and detailed syllabi for the two new courses are attached.) (RS)

ED 359 572

CS 508 210

Ellis, Kathleen  
Teacher Questioning Behavior and Student Learning: What Research Says to Teachers.

PUB DATE- Feb 93

NOTE- 31p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference

course for teachers specializing in reading on the elementary level. After teaching the course once, the instructor decided to adapt the course to the needs of the students by using children's literature instead of adult literature for the performance assignments and emphasizing practical performance skills more and theory less. The course has become a service course whose goal is to stimulate the future teacher's interest in basic techniques of analysis and performance. The first few classes of the semester are a half-and-half mixture of lecture and reading lab. During the reading class, the instructor concentrates on vocal techniques while referring to points made in the appropriate text chapter. Performances from the text follow after discussion of the practical aspects of integrating the vocal and physical requirements. The instructor uses video modeling at this point. As the semester continues, students continue with performances of prose and poetry. The final assignment involves them in a group performance of some combination of prose, poetry, or drama. The final goal is to prepare these reading majors to be good models of classroom performance who will encourage an appreciation of literature in their students. (RS)

ED 359 592

CS 508 239

Thomsen, Steven R.

A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers.

PUB DATE- 15 Apr 93

NOTE- 28p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Educational Attitudes; Elementary School Teachers; Elementary Secondary Education; Fantasy; \*Films; Higher Education; Mass Media Role; Popular Culture; Public Schools; Secondary Education; Secondary School Teachers; Teacher Stereotypes; \*Teaching (Occupation); Teaching Conditions

IDENTIFIERS- Fantasy Theme Analysis; Opinion Polls

A study compared the portrayal of teachers in a sample selection of American movies with recent trends in the public perception and opinion of teachers, education, and the nation's public schools. E. G. Bormann's fantasy theme analysis was used to examine themes and myths developed in "Goodby Mr. Chips," "The Corn Is Green," "Blackboard Jungle," "The Prime of Miss Jean Brodie," "To Sir with Love," "Teachers," "Dead Poets Society," "Summer School," "Lean on Me," and "Stand and Deliver." The most frequent fantasy type in these films was "good versus evil," where the "good" teacher challenges the "evil"--other teachers and administrators. These "great teachers" are atypical--typical teachers in this myth are far from competent. A number of benchmark trends (based on the Gallup/Phi Delta Kappa polls conducted annually from 1969 to 1990) indicated that public perceptions of schools, teachers, and the teaching profession became increasingly less positive through the 1980s. Since it is difficult to make a causal link between the fantasy themes of the movies and the parallel trends in public opinion, cultivation theory and symbolic convergence theory offer a potential explication with at least face validity. Both theories suggest that repeated exposure to the myths and themes of the movies on teachers and teaching should influence an individual's perceptions of teachers and school systems.

Creating the Total Quality Effective School.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 92

NOTE- 111p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Change; \*Educational Quality; Educational Theories; \*Effective Schools Research; Elementary Secondary Education; \*Organizational Climate; \*Organizational Theories; Productivity; Program Implementation; \*School Effectiveness

IDENTIFIERS- \*Total Quality Management

This book shows how Deming's Total Quality Management (TQM) theory for organizational management can be integrated with the effective-schools literature. Part 1 compares the 14 principles of TQM with the tenets of effective-schools research. The second part develops a blueprint for creating the total quality effective school. The conceptual framework is based on four common places--the teacher, the learner, the subject, and the setting--which interact with instructional processes to produce student learning outcomes. Tools for implementing the total quality effective school are described in part 3, which include the following: restructuring yesterday's school; changing the locus of decision making; empowering teachers; aligning curriculum and instruction; using information-processing technology; identifying the best practices; applying statistical process controls; using student performance measures; and assessing correlates of effective schools. Finally, the implementation process follows five stages: clarify and codify goals; establish student-performance standards; operationalize performance measures; analyze quality; and implement solutions in a quality way. (Contains 21 references.) (LMI)

ED 359 612

EA 025 039

Townsend, Tony

School Effectiveness: Identifying the Complexities.

PUB DATE- Jan 93

NOTE- 36p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Norrköping, Sweden, January 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Assessment; Educational Environment; Educational Quality; \*Effective Schools Research; Elementary Secondary Education; Foreign Countries; Models; \*Organizational Climate; \*School Effectiveness

IDENTIFIERS- \*Australia

Conceptual problems in the school-effectiveness literature are examined in this paper, with a focus on the development of two models for school effectiveness. Four necessary components of an effective-schools model include the nature and extent of the educational goals, techniques for recognition, methods for measuring school effectiveness, and school processes. The first model presented deals with how to recognize an effective

response rate. Findings indicate a strong association between emotional exhaustion and role conflict/ambiguity, and between ambiguity and personal accomplishments. Only one of four factors of stress, conflict-mediating stress, was highly associated with role conflict and ambiguity. Overall, the data support prior findings that role conflict and ambiguity represent distinct aspects of professional burnout. The recommendation is made to include mediation training in administrator-preparation programs. Two figures and two tables are included. (Contains 43 references.) (LMI)

ED 359 632

EA 025 068

Abramson, Lisa S.

Methodology for Measuring Parent Involvement Program  
Implementation across Diverse Program Sites.

PUB DATE- Apr 93

NOTE- 58p.; Paper presented at the Annual Conference of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Family School Relationship; \*Parent Participation; \*Participative Decision Making; Program Effectiveness; Program Implementation; \*Research Methodology; \*Urban Education

IDENTIFIERS- \*New York City Board of Education

Much evidence indicates that raising the overall achievement level of an urban school requires parent participation in the school--participation beyond the traditional fundraising activities. This study identified program characteristics and district and school conditions that affect the implementation of parent-involvement programs. The first section describes the development of a methodology for measuring parent-involvement program implementation across diverse program sites. The methodology was used to investigate the implementation of the 1990-91 New York City Parent Involvement Program (PIP). The sample consisted of 34 school sites--13 district-funded and 21 school-funded--and 33 programs. Data were collected through site visits, surveys of program coordinators, and analysis of district and school demographic information. Findings suggest that programs that respond to the needs of various parent groups are able to promote parent participation among diverse parent populations. Program planning by school staff and parents rather than by district staff is important, as is effective parent-school communication, especially in communities with large percentages of parents with limited English proficiency. Two tables, one figure, and a copy of the program coordinator survey are included in this section. The second (and shorter) section outlines data collection methodology. (Contains 79 references.) (LMI)

ED 359 633

EA 025 069

Handbook for Evaluating HIV Education.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 92

NOTE- 280p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.



Drawing on extensive staff interviews, this publication profiles a high school principal in Eugene, Oregon, who exhibits many aspects of transformational leadership. Transformational leadership is improvement oriented and comprises three elements: (1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and empowerment; and (3) an understanding of change, including how to encourage change in others. Bob Anderson is principal at North Eugene High School, which has evolved into an outstanding, innovative school under his leadership. Chapter 1 tells how Anderson entered the administration field and describes his personality. Chapter 2, devoted to Anderson's first years at North Eugene, traces his evolution as a transformational leader and describes how he set the stage for risk-taking, growth, and change. Chapters 3 through 7 focus on five key aspects of transformational leadership: working in teams, seeing the big picture, empowering others, creating ownership, and continually improving the school. Chapter 8 summarizes and analyzes Anderson's leadership style, discussing how it differs from models in the literature, describing the way he leads, and identifying how his leadership has affected North Eugene High School. Anderson is a nondirective, flexible, nurturing, and intuitive administrator who has successfully striven for improved student achievement, collaborative school restructuring, and leader expendability. (Contains 23 references and 14 interviews.) (MLH)

ED 359 653

EA 025 095

Pearce, Jonathan

Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship.

PUB DATE- Aug 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary School Teachers; Elementary Secondary

Education; \*Employer Employee Relationship; \*Employment

Practices; Job Satisfaction; \*Personnel Policy; \*Retirement;

School Districts; \*School Personnel; Secondary School Teachers;

Teacher Attitudes; Teacher Retirement

Findings of a study that examined retired educators' attitudes toward their retirement are examined in this paper. A survey of 260 educators--of whom three-fourths were K-12 teachers and one-fourth were school administrators--in four California counties elicited a 52 percent return rate. Findings indicate that retired educators were not inclined to complain about their circumstances. However, many respondents perceived that their former employing organizations did not regard and respect them. Retirement is also compared to the process involved in suffering a major loss. It is recommended that districts provide expanded preretirement orientations, recognize service and express appreciation in a well-planned and executed ceremony, make efforts to maintain contact with retirees, and utilize the energy and talents of retirees. Five tables are included. (Contains 33 references.) (LMI)

ED 359 654

EA 025 096

Louis, Karen Seashore

Beyond Bureaucracy: Rethinking How Schools Change.

PUB DATE- 93

NOTE- 20p.

\*Economically Disadvantaged; Employment Programs; Intermediate Grades; Interpersonal Competence; Job Skills; Mentors; Minority Group Children; Models; Program Development; Role Models; Secondary Education; Self Concept; Social Integration; \*Vocational Rehabilitation

IDENTIFIERS- \*Bridges to Leadership 2000

The purpose of the Bridges to Leadership 2000 program is to implement a service delivery model for economically disadvantaged and minority youth with disabilities, from ages 11 to 21. The program is conducted with the help of the Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity, and is being carried out in the District of Columbia, New Jersey, Michigan, Georgia, New York, and California. The program provides role models, mentorship, and work orientation to enable participants to increase their social and work-related skills. Experiences are designed to bring about increased confidence, information about the world of work, and positive self-concepts. In addition to monthly meetings, special events are organized throughout the year. Other features of the program include the integration of disabled and nondisabled students, the Annual Career Day Conference, special achievement incentives, networking and collaboration, and assistance in finding summer employment. (JDD)

ED 359 674

EC 301 072

Dyer, Shirley Poindexter

Maximizing Potential: The Parents' Role.

PUB DATE- 91

NOTE- 8p.; In: Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990); see EC 301 060.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Autism; Child Development; \*Child Rearing; Communication Skills; Coping; \*Disabilities; Elementary Secondary Education; Intervention; Motivation; \*Parent Role; Parents as Teachers; \*Personal Narratives; \*Self Actualization  
The mother of a 16-year-old daughter with autism offers a parental perspective on coping with a child's disability. The paper emphasizes that through direct interaction with the child and the child's teacher and through taking an active role in the child's activities and achievements, the child's potential can be discovered and the child can be motivated to achieve it. The development of communication skills in the 16-year-old girl, through use of such techniques as "reverse echolalia" and having family members join in with her during her self-stimulatory acts, is described. The parents' role in educating and sensitizing the public, school personnel, and physicians about the needs of children with disabilities is also discussed. (JDD)

ED 359 675

EC 301 346

Respite Care for Children.

SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.

PUB DATE- 92

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

best practices in developing communication skills of children and youth with severe disabilities and to recommend future directions. The package is intended for group use and includes a guide, a videotape, and texts of the two keynote speeches and 10 topic papers. Papers have the following titles and authors: "Assuring Best Practices in Communication for Children and Youth with Severe Disabilities" (James McLean); "Maximizing Family Participation in the Team Process" (Cory Moore); "Facilitating and Measuring the Team Process within More Inclusive Educational Settings" (Bonnie L. Utley); "Maximizing Consumer Participation in the Team Process" (Kim Powers); "Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities" (V. Mark Durand); "Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments" (June E. Downing); "Effective Communication Programming for Language Minority Students with Severe Disabilities" (Elva Duran); "Communication Intervention for Persons with Severe and Profound Disabilities: An Overview" (Joe Reichle et al.); "Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration" (James W. Halle); "Enhancing Curricular Designs" (Pat Miranda and Stephen Calculator); "Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go" (Dianne L. Ferguson); and "Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities" (David E. Yoder). References accompany most papers. The videotape contains interviews with authors and focus group representatives. Appendices include guidelines for meeting the communication needs of persons with severe disabilities, a list of publishers, and a table of contents of the videotape. (DB)

ED 359 693

EC 302 253

McLean, James

Assuring Best Practices in Communication for Children and Youth with Severe Disabilities.

PUB DATE- May 93

NOTE- 9p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p35-42. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
 DESCRIPTORS- \*Communication Skills; Educational Needs;  
 \*Educational Practices; Elementary Secondary Education;  
 \*Interpersonal Communication; \*Intervention; Knowledge Level;  
 \*Severe Disabilities; Social Integration; Teacher Education;  
 \*Theory Practice Relationship

This keynote address begins with a discussion of the difference between words and action, directed specifically to the practitioner's task of meeting the communication needs of children and youth with severe disabilities. Brief overviews of current perspectives and practices are provided, considering such areas as how communicative acts are defined and understood and the need for inclusionary environments that are rich in communication opportunities for individuals with severe disabilities. Specific problem areas are identified, including: the need for disseminating and implementing the extensive knowledge base on communication practices, the need for improved preservice and inservice training, and the need to match words with action. (Author)

Bays); "Jobs Rally: Community Development Rehabilitation Using Peer Support Strategies" (Robert L. Akridge); "Using the 'Jobs Rally' Approach to Community Development" (Dan Kessler and Marsha Mitchell); and "From Information Overload to Effective Access Skills: Equipping Consumer and Providers for the Information Age" (R. Brantley Cagle, Jr.). Ten general recommendations conclude the document. (Most papers include references.) (DB)

ED 359 712

EC 302 274

Kasen, Carole M., Ed.; Milne, Bruce G., Ed.  
A Guide for Parents of the Gifted Child.

PUB DATE- 92

NOTE- 23p.; For related documents, see EC 302 275-277.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability Identification; Child Advocacy; \*Child Rearing; Definitions; Elementary School Students; Elementary Secondary Education; \*Gifted; Interpersonal Competence; \*Parent Child Relationship; \*Parent Role; \*Parent School Relationship; Parent Student Relationship; School Role; Secondary School Students; Self Evaluation (Individuals); Student Characteristics; Student Placement

IDENTIFIERS- South Dakota

This guide for parents of gifted children in South Dakota provides information and help in the following areas: (1) identifying personal feelings about giftedness (a self-assessment instrument); (2) deciding who is gifted (including federal and South Dakota definitions); (3) characteristics of giftedness (myths versus facts); (4) the school's role (in nomination, screening, identification, and placement); (5) the parent's role in working with the school (common concerns of parents and students and possible pitfalls in advocacy efforts); and (6) the parent's role in helping the gifted child (emphasis on social development and "Ten Commandments for Rearing Gifted Children"). Nine additional sources of information are recommended. (DB)

ED 359 713

EC 302 275

Administrative Guidelines: Education of Gifted Students and Plan for Education of the Gifted in South Dakota.

PUB DATE- Aug 92

NOTE- 46p.; For related documents, see EC 302 274-277.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Ability Identification; Accountability; Check Lists; Compliance (Legal); Data Collection; Definitions; \*Educational Planning; Elementary School Students; Elementary Secondary Education; Federal Legislation; \*Gifted; Program Administration; Program Costs; \*Program Implementation; School Districts; Secondary School Students; State Legislation; \*State Standards; \*Talent

IDENTIFIERS- \*South Dakota

participants, who were severely intellectually and physically handicapped young adults of Aboriginal or Torres Strait Islander descent. Interviews were conducted with teaching and residential program staff at the commencement, the midpoint, and the conclusion of the program. The program was regarded as successful, as all participants were involved in activities within the mainstream community, noticeable gains in language and vocalization by one participant were noted, and swimming and water skills for some participants improved. Other findings in the areas of course planning, human resources, program location, transport, inservice education, and networking are discussed. Notable issues to emerge concerned the lack of lead-time to develop the course, the inappropriateness of the curriculum, and communication and logistical difficulties. (JDD)

ED 359 734

EC 302 301

Budetti, Peter; And Others

An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.

SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.

PUB DATE- Mar 93

NOTE- 259p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- At Risk Persons; \*Congenital Impairments; \*Delivery Systems; \*Drug Abuse; Family Programs; \*Federal Aid; \*Financial Support; Infants; Models; Pregnancy; Prenatal Influences; Private Financial Support; Public Policy; Resources; Substance Abuse

IDENTIFIERS- \*Drug Exposed Children; \*Fetal Drug Exposure

This document describes a comprehensive service delivery model for drug-exposed infants and their families, provides a compendium of programs and funding sources that target the needs of these families, and delineates areas in need of financial support and further exploration. Development of the model required a literature review, interviews, and networking to: (1) create a service delivery consensus document that provides an appropriate continuum-of-care of comprehensive medical, social, and support services for at-risk or drug-exposed infants and their families; (2) develop the compendium of funding sources and programs; and (3) develop policy recommendations and options for future directions. Descriptions of several federal government agencies and programs are provided, including the Substance Abuse and Mental Health Services Administration, the National Institute on Drug Abuse, and the Administration for Children and Families. Appendixes, comprising about half the report, discuss legal aspects of maternal drug abuse, treatment criteria, core services of residential rehabilitation programs, model projects, and program evaluation. A copy of the compendium of funding sources is also provided in an appendix; it lists funding programs of the General Services Administration; U.S. Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, and Justice; and private sources. (Contains approximately 126 references.) (JDD)

ED 359 735

EC 302 302

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Cognitive Processes; \*Content Analysis; Foreign Countries; \*Languages for Special Purposes; Semantics; \*Text Structure; Uncommonly Taught Languages; Written Language

IDENTIFIERS- \*Schema Theory; Text Patterns; Textual Analysis

One of the analyses carried out within the University of Uppsala (Sweden) study, "LSP Texts in the 20th Century," classified the cognitive text content into five different cognitive worlds: the scientific, the practical, the object, the private, and the external. This paper investigated patterns of distribution in the texts of these cognitive worlds. A classification of the function in the textual structure of the cognitive worlds results in four different types: main world, secondary world, excursus, and supplement. This model makes it possible to describe content patterns at a macrolevel and also to correlate these patterns to various contextual factors, thereby making it possible to relate text and context. (Author/JP)

ED 359 755

FL 020 820

Naslund, Harry

Identity Relations and Superthemes in Swedish LSP Texts.

PUB DATE- Apr 92

NOTE- 11p.; In: Nordic Research on Text and Discourse. NORDTEXT

Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; Economics; Foreign Countries; \*Languages for Special Purposes; Semantics; Swedish; \*Text Structure; Uncommonly Taught Languages

IDENTIFIERS- Sweden

This paper addresses the microsemantic and macrothematic analyses of science and popular science texts from the fields of economics, medicine, and technology used in the "LSP Languages for Specific Purposes Texts in the 20th Century" project. Results show that the frequency of the relations is different within various parts of the texts. A clear difference between the (pure) identity and the partial identity relations is that the former are the most frequent in theme development, whereas the latter have their highest frequency in the discussion part of several of the text groups. Distribution of possessive relationships indicates that the personal element of the medical texts is concentrated within the introduction and discussion, whereas the various diseases are dealt with in the central theme development. (JP)

ED 359 756

FL 020 821

Berge, Kjell Lars

Conflicts and Changes in Textual Norms.

PUB DATE- Apr 92

NOTE- 11p.; In: Nordic Research on Text and Discourse. NORDTEXT

Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Contrastive Linguistics; Cultural Context; Foreign Countries; Linguistic Theory; \*Norms; \*Sociolinguistics; \*Text

Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986).

PUB DATE- 86

NOTE- 184p.; Workshop conducted by Howard A. Mims and Walt Wolfram. Photocopied materials from various sources have several reproducibility problems.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Black Dialects; Black Students; Culture Conflict; \*Dialects; Elementary Secondary Education; \*English; Ethnic Groups; Grammar; \*Language Role; \*Language Variation; Minority Groups; Phonology; \*Sociocultural Patterns; \*Stuttering  
Materials concerning dialects and language variation are presented here as background information for a workshop on English dialect differences in elementary and secondary schools. Articles and essays include: "Grammatical, Phonological and Language Use Differences across Cultures" (Walt Wolfram); "A Linguistic Description of Social Dialects" (Ronald Williams, Walt Wolfram); "Dialect Switching on Stigmatized Black English Grammatical Forms: Implications" (Howard A. Mims); "Potential Interference from Spanish on the Production of English" (Gustavo Gonzalez); "Rejection of Speaker's Dialect as Related to Rejection of Speaker's Culture" (Howard A. Mims); "Effects of Speaking Black English upon Employment Opportunities" (Sandra L. Terrell); "Cultural Influences in the Development and Treatment of Stuttering: A Preliminary Report on the Black Stutterer" (William R. Leith, Howard A. Mims); "Social Dialects: Position Paper" (Committee on the Status of Racial Minorities); "Implications of the Position on Social Dialects" (Lorraine Cole); "Improving Language Assessment in Minority Children" (Fay Boyd Vaughn-Cooke); "Some Possible Dialectal Biases in the Peabody Picture Vocabulary Test for Speakers of Black English" (O. L. Taylor); "External Discrimination Behavior as Related to Black English Grammatical Variants" (Howard A. Mims; Carl T. Camden); "Congruity and Predictability between Two Measures of Nonstandard Dialect Usage on Four Grammatical Forms" (Howard A. Mims, Carl T. Camden); and "Bibliography: Dialects and Sociolinguistic Factors" (Howard A. Mims). Some newspaper articles, classroom materials, and instruments used in dialect analysis are also included. (MSE)

ED 359 779

FL 021 241

Wink, Joan; Towell, Janet

Teacher Research in a Linguistically-Diverse Classroom.

PUB DATE- Jun 93

NOTE- 17p.; Samples of a student's work may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Classroom Research; \*Cultural Pluralism; Elementary Secondary Education; English (Second Language); Graduate Students; Higher Education; \*Limited English Speaking; \*Research Methodology; Research Problems; Research Projects; Student Characteristics; \*Teacher Role

IDENTIFIERS- \*Diversity (Student); \*Teacher Researchers

children. The strongest and most interesting promise of the method--that learning ability increases over time as an effect of an adequate IEP intervention--is generally hindered by the short duration of the majority of the applications. Two related issues arise from the results of IEP intervention. First, the dilemma between short- and long-term effects might not be a real dilemma. A major strategic decision facing training planners concerns the choice of those means which simultaneously respond to short- and long-term goals, not a choice between the short and the long term. Second, the choice of training technologies necessarily reflects strategic decisions, so that improving the analytical quality of the decision rules used by training practitioners can be seen as a mirror image of the changing mood in the world of training. Hence, the human resource specialist must learn to think in action, to become a reflective practitioner. (Contains 14 references.) (YLB)

ED 359 321

CE 062 046

Cappella, Barbara Ann; Davis, Evelyn  
Home Health Aide. Florida Vocational Program Guide.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Feb 87

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Allied Health Occupations Education; Articulation  
(Education); Behavioral Objectives; \*Career Development;  
Checklists; Classroom Techniques; Competence; Competency Based  
Education; \*Educational Resources; Entry Workers; Guidelines;  
\*Home Health Aides; Job Skills; Postsecondary Education;  
Program Guides; \*Program Implementation; Secondary Education;  
State Standards; \*Student Evaluation; Teaching Methods; Test  
Items

IDENTIFIERS- Florida

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a home health aide program in Florida secondary and postsecondary schools. The program guide outlines the legal authority for the program, describes the program content and structure, provides a program description, and includes a curriculum framework and a set of student performance standards for home health aide courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected of the student to show mastery of each standard. The guide also provides information on the following topics: student organization participation, student admission and teacher standards, teacher certification, facility design for home health aide laboratories and classrooms, equipment, safety, and instructional resources (a listing of 19 audiovisuals and 6 sources for audiovisual materials, 14 print materials, and 11 professional organizations and support services). It includes a sample clinical observation agreement form. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the home health field. (KC)



LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Competency Based Education; Corporate Support; \*Curriculum Development; Educational Cooperation; Job Analysis; \*Job Skills; Material Development; Postsecondary Education; \*Program Development; Program Implementation; \*School Business Relationship; Secondary Education; \*Task Analysis

IDENTIFIERS- \*DACUM Process; \*Tech Prep

One significant technique for initiating needed cooperation in tech prep is through use of the DACUM (Developing a Curriculum) job analysis process. Many program directors are asking educators to identify expert workers to serve on the panel. The next phase of serious linkage and partnering occurs when the panel comes together to interact and describe their jobs precisely. The process usually results in identification of 8 to 12 duties and 75 to 125 task statements that outline what a successful worker in a particular job or job cluster must be able to do. The DACUM process is quick and inexpensive and has public relations value. DACUM has seven procedural steps: committee orientation, review of occupation, identification of duties, identification of specific tasks performed, review and refinement of task and duty statements, sequencing of task and duty statements, and identification of related requirements. Verified tasks undergo a task analysis to determine specific steps, performance standards, tools, knowledge required, safety, attitudes, and decisions involved in performing each task. Information resulting from task analysis is then incorporated into modules, learning guides, and other instructional materials. The DACUM process enables educators to develop and revise curricula, involve business and industry, and develop accurate job requirement profiles; in their turn, business and industry can develop accurate descriptions of jobs and participate in development of educational programs. (YLB)

ED 359 340

CE 063 899

Freeling, Meg

Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- 93

NOTE- 224p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Job Skills; Job Training; \*Labor Force Development; \*Literacy Education; Needs Assessment; Participative Decision Making; \*Program Design; Program Development; Program Implementation; Quality of Life; \*Team Training; Teamwork

IDENTIFIERS- \*Learning Initiative Teams; \*Workplace Literacy

This manual is designed to train an in-house steering committee to design and implement a comprehensive, ongoing, worker-driven, workplace learning program. The seven chapters take the projected committee through a full-cycle design process. Each chapter includes an overview, a list of objectives, and a series of action steps to follow, and a mastery process that supports the chapter theme from an entirely different perspective. Mastery processes introduce a larger view, provide inspiration, and offer a variety of tools for personal and

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- \*Career Education; Coordination; Educational Cooperation; \*Leadership Training; Long Range Planning; Models; Program Implementation; \*Resource Centers; Secondary Education; \*Sex Fairness; Sexual Harassment; State Programs; Statewide Planning; \*Technical Assistance; \*Vocational Education

IDENTIFIERS- \*Wisconsin

This report documents a project to provide technical assistance, coordination, training, and resources to programs implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. It describes how technical assistance was provided to all school districts served through a consortium and three special projects. Other project activities are outlined: coordination of the training of the Wisconsin Vocational Equity Leadership Cadre, development of a resource center for use by cadre members and the districts they serve, publication of two issues of "Vocational Equity News," and dissemination of 2,500 copies of each. The eight-page report is followed by extensive appendixes, beginning with the 1992-93 cadre participant list. Other appendixes include cadre meeting agendas and evaluations, a partial listing of resources provided as handouts to each cadre member, and newsletters. The 3-year composite report summary is also provided. It summarizes data collected in the state of Wisconsin from 1989-92 from 72 schools working in the assessment phase and using the assessment instruments in the model. The summary's appendix contains overhead transparency masters depicting some data. The final two appendixes consist of 100 pages of 3-year composite report data tables and 53 pages of 1992-93 evaluation data. (YLB)

ED 359 358

CE 063 968

Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 15 Sep 91

NOTE- 108p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; Audiotape Recordings; Community Colleges; \*Computer Assisted Instruction; \*Curriculum Development; Curriculum Evaluation; Developmental Studies Programs; English Curriculum; English Instruction; \*Grammar; Individualized Instruction; Instructional Materials; Integrated Curriculum; Material Development; Pacing; Two Year Colleges; \*Writing Instruction; \*Writing Skills

A research and development project focused on designing a basic English writing skills curriculum for adult basic education students and implementing that curriculum in a computer-assisted, audio-supported format. Materials were designed for MS-DOS computers and consumer grade audiotape players. The project involved developing 18 computer lessons on English grammar and mechanics, associated audiotapes, student activity sheets, and a user manual. These items were field tested with five students from the Community College of Denver (CCD) Developmental Studies Program and five clients of the Adult Learning Source (ALS), a community-based adult literacy program. The 18 lessons were then implemented at CCD with 42 students (23 completed), at ALS with 20 students (13 completed) and at the Family Literacy Center, an intergenerational literacy program in Denver, with 4 students. Pre- and posttest scores from CCD indicated that control group students (n=14)

Network, OTAN staff organized the Adult Learning Channel for the delivery of adult basic education (ABE) and English-as-a-Second-Language (ESL) teacher training. Thirteen sessions were developed and received at 30 different downlink sites. OTAN satellite-based staff development activities were continued, and several policy papers recommending options and strategies for ABE distance resources were published. Staff at OTAN resource centers organized 283 activities. The files of OTAN Online, the network's three-level system of storage, retrieval, and dissemination of adult education resources, were also expanded to more than 38 megabytes of useful information. Other OTAN activities during the third year included ongoing support for 11 libraries in the OTAN Resource Centers, expansion of its Adult Education Archives (including the Vocational ESL Workplace Clearinghouse), and restructuring of existing OTAN network communications. (Thirteen project-related exhibits, including tables detailing the activities of the various OTAN components, are appended.) (MN)

ED 359 375

CE 064 006

Imel, Susan

Youth Apprenticeship. Trends and Issues Alerts.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Annotated Bibliographies; \*Apprenticeships; Educational Policy; Education Work Relationship; Guidelines; High Schools; Job Training; Models; Organizations (Groups); Position Papers; Program Descriptions; \*Program Development; \*Program Implementation; Public Policy; \*Resource Materials; \*Youth Employment; \*Youth Programs

Youth apprenticeship programs differ from the registered apprenticeship that is regulated by federal and state governments. Defined as a "learning program for young people, age 16 and older, that integrates on-the-job training with school-based instruction, that bridges high school and postsecondary schooling, and that results in both academic credentials and certification of mastery of work skills," youth apprenticeship has gained attention as a policy strategy for improving the school-to-work transition of many youth. Many of the key components of the youth apprenticeship program concept are based on the design elements of European youth training systems. Despite its promise as a strategy for accomplishing many of the goals of the educational reform movement, youth apprenticeship has also remained controversial. The following have been cited as potential problems of youth apprenticeship programs: conflicts with labor unions; the need for schools to make significant changes in instructional methods, scheduling, and basic assumptions; the need for increased financial support from business; and the danger of tracking students at an early age. (An annotated bibliography of 15 print resources on youth apprenticeship programs is provided along with the names and addresses of four resource organizations concerned with youth apprenticeship programs.) (MN)

ED 359 376

CE 064 007

Kerka, Sandra

Literacy Assurance and Occupational Skills Analysis System; Education for Employment; Job-Trails; Mathkey; R.O.A.D. to Success; SkillWorks; and Workplace Literacy System. The 13 general curriculum/program development entries include the following: Autoskills Component Reading Subskills; BLS TutorSystems; COMPRIS, INC.; Core Reading and Vocabulary Development Program; A Day in the Life...; Graffiti One, In the Print Shop, and Accent Improvement; Adult Literacy Word Processor; GOAL Series; MacEnglish; Pathfinder Learning System; Project STAR: Sequential Training for Adult Reading; Skill Bank Business Edition; and Interactive Modumath. The third section describes 11 resource guides, research reports, collected readings, and other guides. Descriptions discuss content, focuses, and findings on recommendations. Two articles: "The Case for Computers" (BCEL Newsletter, July 1985) and "Computer Update: Emerging Issues" (BCEL Newsletter, October 1989) are attached. (YLB)

ED 359 394

CE 064 040

The Connection between Employee Basic Skills & Productivity.  
Workforce & Workplace Literacy Series.

PUB DATE- 17 Mar 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- \*Adult Basic Education; \*Basic Skills; \*Educational Benefits; \*Education Work Relationship; Inplant Programs; Literacy Education; Outcomes of Education; \*Productivity; Program Effectiveness

IDENTIFIERS- \*Workplace Literacy

The experience of a number of specific local workplace programs indicates a definite connection between the provision of employee basic skills programs and increased worker productivity. One Tennessee company, for example, reports a 95 percent drop in costs resulting from worker mistakes and a doubling of worker productivity since the company adopted an aggressive education and training program. A study by the American Society for Training and Development found that over half the productivity increases occurring in the United States between 1929 and 1989 were due to learning on the job and that persons given formal workplace training have a 30 percent higher productivity rate. A report of the Bureau of Business Practice indicates that the Manufacturing Literacy Program and Motorola University training courses of Motorola, Inc., have resulted in a productivity rate equal to 500 percent of its original estimates, a 30:1 reduction in manufacturing cycle time, a 4:1 reduction in defects per unit, and a 2.5:1 reduction in inventory. (This brief contains extracts of nine documents detailing the specific effects of basic skills training on worker productivity along with information on the availability and cost of each publication.) (MN)

ED 359 395

CE 064 041

Resources in Family Literacy. General Adult Literacy Series.

PUB DATE- Jun 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132), Collected Works - Serials (022)

Thailand, November 1992).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Adult Students; \*Distance Education; Foreign Countries; Higher Education; \*Program Development; Program Effectiveness; \*Program Implementation; \*School Orientation; \*Student Attitudes  
IDENTIFIERS- \*University of Central Queensland (Australia)  
This paper describes the orientation program conducted for distance students at the University of Central Queensland in Queensland, Australia, and outlines the steps in developing and conducting such a program. Information is included on the rationale for the orientation program, program objectives, program design, including issues, location, staffing, timing, and evaluation; and student reaction, i.e., student participation rates and perceptions. A report on two surveys concludes that approximately 90 percent of the students participate in the program and that most students were satisfied with the program content; some suggestions were made to improve location and timing of orientation sessions. (KC)

ED 359 414

CE 064 093

Prison Literacy Project Handbook. Revised.  
PUB DATE- 93  
NOTE- 35p.; Updates ED 342 855. For writings from the project, see ED 342 886.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)  
DESCRIPTORS- Adult Basic Education; Adult Literacy; \*Correctional Education; \*Literacy Education; Prisoners; \*Program Implementation; Remedial Instruction; \*Tutoring; Tutors  
IDENTIFIERS- \*Prison Literacy Project PA  
This handbook documents the Prison Literacy Project (PLP) in order to provide a model for other community groups to follow in developing their own literacy projects. The PLP worked to have prison residents learn to read or significantly raise their reading levels through an ongoing literacy tutoring program. All project participants were involved in community partnership and empowerment through their personal interactions. Since 1984, more than 350 students have been tutored and 150 tutors have been trained in the Laubach method, a tutor support network has been developed, and two other literacy tutoring projects have been developed based on the PLP model. The handbook provides a history and philosophy of the project, organizational structure and opportunities for participation, and project objectives, with specific emphasis on their development. This second edition of the handbook reflects accomplishments and provides updates on the projects since 1984. Five appendixes to the report describe the results achieved, project techniques, timelines, volunteer tutor jobs, and the project video documentary. (KC)

ED 359 415

CE 064 099

Pathways to Your Future. Career Planner Activities. Student Workbook and Facilitator's Guide.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Unanswered Questions. WEEA Digest.  
SPONS. AGENCY- Women's Educational Equity Act Program (ED),  
Washington, DC.  
PUB DATE- May 93  
NOTE- 9p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Information Analyses/State-of-the-art Materials  
(070); Reference Materials - Bibliographies (131)  
DESCRIPTORS- Career Choice; \*Career Development; Educational  
Policy; Educational Resources; Employed Women; \*Mentors;  
Models; Postsecondary Education; \*Professional Development;  
Program Descriptions; Program Effectiveness; \*Program  
Implementation; Secondary Education; \*Womens Education  
This digest contains the following two articles on mentoring:  
"Mentoring in Educational Settings: Unresolved Issues and  
Unanswered Questions" (Olga M. Welch); and "Learning from the  
Field: Mentoring Projects in Field-based Settings" (Heidi  
Lynch). The first article describes mentoring in general and  
mentoring in the schools, examines some studies about the  
effectiveness of mentoring, notes some unresolved issues, and  
the feasibility of cross-gender mentoring. The second article  
describes five mentoring projects in support of academic  
achievement and career education and development, providing  
contact names and addresses for each. The digest also includes  
an annotated list of nine resources published by the Women's  
Educational Equity Act Publishing Center. (KC)

ED 359 435 CE 064 208

20 Facts on Women Workers. Facts on Working Women No. 93-2.  
PUB DATE- Jun 93  
NOTE- Sp.; For an earlier version, see ED 331 991.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Numerical/Quantitative Data (110)  
DESCRIPTORS- Adults; Blacks; Educational Attainment; \*Employed  
Women; \*Employment Level; \*Females; Hispanic Americans;  
\*Income; Labor Force Nonparticipants; Unemployment; Wages;  
Whites  
This bulletin summarizes some current information on working  
women into 20 short statements. Some of the highlights are the  
following: (1) about 58 percent of all women aged 16 and older  
(58 million) were labor force participants in 1992; (2) labor  
force participation for women was highest among those in the 35-  
44 age group---77 percent, with 73 percent of women aged 45-54  
and 47 percent of women aged 55-64 working; (3) only about half  
of teenage females aged 16-19 were employed; (4) the  
unemployment rate for all women in the labor force was 6.9  
percent in 1992; (5) 40 million women worked full time, and 14  
million worked part time--about two-thirds of part-time workers  
were women; (6) women have made substantial progress in  
obtaining jobs in all managerial and professional occupations,  
but women are still overrepresented in low-paying jobs; (7)  
fewer women than men were self-employed; (8) more women were in  
the military--an increase from 44,498 in 1972 to more than  
211,000 in 1992; (9) median earnings for female high school  
graduates working year round, full time were less than those of  
fully employed male high school dropouts; (10) 59 percent of  
wives in married-couple families participated in the labor  
force; and (11) 67 percent of women with children under age 18  
were labor force participants. (KC)

ED 359 436 CE 064 246

HIV/AIDS stigma are analyzed and discussed. (Contains 75 references.) (Author/NB)

ED 359 455

CG 024 919

Biever, Joan L.; And Others

Stories and Solutions in Psychotherapy with Adolescents.

PUB DATE- Mar 92

NOTE- 13p.; Paper presented at the Annual National Conference on

"The Troubled Adolescent: The Nation's Concern and Its

Response" (San Antonio, TX, March 17-20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- \*Adolescents; \*Counseling Techniques; \*Personal Narratives; \*Psychotherapy; \*Story Telling

Adolescents may be ambivalent about consulting with adults, especially when it seems likely that the adult will take a rigid stance on issues. The focus of this paper is the development of counseling styles that expand the adolescent's world to include understandings and options not previously available. It may be useful to approach counseling with adolescents as a collaborative venture in which new stories or narratives are developed. Narrative approaches to counseling help clients sort through their experiences and develop their own definitions of the meaning of experiences in their lives. This process provides validation to clients and a sense of being in control of their own lives. The primary task for counselors is to become skilled at facilitating therapeutic conversations. To help counselors accomplish this task, several guidelines have been developed. Counselors should strive to: (1) maintain the "not knowing stance"; (2) to be open to and help generate alternatives; (3) think in terms of both/and rather than either/or; (4) assume the adolescent has strengths and resources; (5) be aware of their own values and beliefs; (6) work with the person, not the label; (7) include others in the counseling; and (8) work toward understandings. By taking a narrative approach, counselors may enter into the world of their adolescent clients and facilitate the generation of alternative meanings and understandings within the framework of this world. The narrative approach tends to elicit cooperation and investment from the adolescent and circumvent the power struggles which may occur when working with adolescents. (NB)

ED 359 456

CG 024 920

Duryea, Philip J. Elias

Tracking Survivors through the High School Years: The Theory of Survival Analysis.

PUB DATE- Nov 92

NOTE- 22p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (35th, San Diego, CA, November 12-15, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; \*American Indians; \*Early Parenthood;

Minority Groups; \*Pregnancy; \*Pregnant Students; Secondary

Education; Secondary School Students; \*Unwed Mothers

New Mexico's teenage pregnancy rate ranks third in the nation.

up of participants. The paper concludes with recommendations for future groups and possible research questions. (NB)

ED 359 474

CG 024 938

Falk, Laurence L.

Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968.

PUB DATE- 10 Nov 92

NOTE- 41p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Attitude Change; College Students; Higher Education; \*Sex Differences; \*Sex Role; \*Spouses; Student Attitudes; Trend Analysis

IDENTIFIERS- \*Role Shift

Attitudes toward family gender roles were examined using data collected in family courses since 1968. Data contributed by single men (N=803) and women (N=1,830) in response to a questionnaire were grouped into 2-year intervals. Factor analysis was used to produce gender role assessment scales, and gender differences were assessed using a t-test for separate groups. Gender differences in attitudes toward love also were examined. Some trends emerged that seemed to reflect broader changes in married gender role prescriptions and sexual attitudes. The most consistent change was reflected in gender roles providing less authority to males and greater latitude toward females in financial and other areas. In the areas of wife-husband economic control and decision making, changes seem to be consistent with the greater participation of married women in the paid labor force. Attitudes about love were less consistent although they did reflect gender differences in that men, of college age, tended to be more idealistic about romance and family relations and to hold a less realistic attitude toward motherhood than did women. Where gender differences occurred in attitudes toward premarital sex, males tended to be more accepting of premarital sexual behavior for both men and women than were females, and this was reflected in the males' sexual behavior as well. Findings suggest that attitudes are changing and that men and women continue to differ in their attitudes. (Contains 47 references.) (NB)

ED 359 475

CG 024 939

Newman, Isadore; And Others

The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses.

PUB DATE- 1 May 93

NOTE- 8p.; Paper presented at the Ohio Academy of Science, Division of Social and Behavioral Sciences (Youngstown, OH, May 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adolescents; \*Behavior; \*Check Lists; \*Children; Clinical Diagnosis; \*Parent Attitudes; \*Predictive Validity; Screening Tests

IDENTIFIERS- \*Child Behavior Checklist

Achenbach's Child Behavioral Check List (CBCL) is an instrument



LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Elementary School Students; Grade 2; Parent Participation; Primary Education; Program Effectiveness; Program Implementation; Reading Achievement; \*Reading Aloud to Others; \*Reading Comprehension; \*Reading Improvement; Rural Schools; Socioeconomic Status; Vocabulary Development

IDENTIFIERS- Camden County School District GA

A program was designed to improve the reading achievement of second grade students in a rural Georgia school. An analysis of the problem indicated that: a higher percentage of second grade students from low socioeconomic conditions scored lower on standardized reading achievement tests than other second grade students; students who scored lower owned fewer books than those who scored higher; and those who scored lower did less recreational reading than those who scored higher.

Interventions included a program of daily oral reading in the classrooms by teachers and recruiting parents to enroll their children in the Woodbine (Elementary School) Read Aloud Club. Parents who enrolled their children in the club agreed to read aloud to their children on a daily basis and turn in simple reading logs to the teachers each month. As a reward for their parents' read aloud efforts, the children received free storybooks of their choice each month. The objectives were to improve the students' reading comprehension, word reading, and auditory vocabulary using the Stanford Diagnostic Reading Test to measure any changes in reading ability. Test results indicated a 38.5% increase in auditory vocabulary, a 46.4% increase in reading comprehension, and a 43.6% increase in word reading for the approximately 70 subjects. (Twenty-seven tables of data are included; 53 references, 2 appendixes of data, a list of educational objectives, the enrollment form, a reading log, 2 sample newsletters, 2 newspaper articles, and a site visitation team report are attached.) (Author/RS)

ED 359 494

CS 011 349

Feng, Jianhua; Etheridge, George W.

Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices.

PUB DATE- 16 Apr 93

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary School Teachers; Grade 1; Phonics; Primary Education; Reading Attitudes; \*Reading Instruction; Reading Research; Reading Skills; \*Teacher Attitudes; \*Teacher Behavior; \*Theory Practice Relationship; Whole Language Approach

IDENTIFIERS- Descriptive Research

A descriptive study used survey methodology to determine first-grade teachers' theoretical orientations toward reading and students' attitudes toward reading, as well as structured classroom observations to describe teachers' reading instructional practices. Subjects, 259 of the 428 first-grade teachers (61%) in 94 elementary schools of a large mid-south metropolitan public school system returned usable survey data. A stratified sample of 15 teachers, 5 from each orientation (phonics, skills, and whole language), were randomly selected

\*Reader Response; Reading Writing Relationship; Teacher Role  
IDENTIFIERS- Composition Theory; Fort Hays State University KS;  
Text Factors

In a composition classroom with a multicultural emphasis, reader response techniques can give students the chance to consider their own positions in the dominant culture, to confront racist attitudes within themselves, and to try to empathize with minority views. These techniques lead to a more student-centered classroom where students not only read and discuss texts, but also create their own. Applying reader response criticism helps to refocus the activities of the classroom from the teacher and the text to the interaction of the text with the reader--and thus to encourage students to take a more active role in interpreting texts. Such techniques are adaptable to works that are not necessarily literary. One such text, "Rereading America: Cultural Contexts for Critical Thinking and Writing," which focuses on important cultural myths (i.e., success, progress, gender, the melting pot, the model family) suggests a range of reader response exercises students and teachers can use to investigate ideas about in-group and out-group identity. Reader response techniques can be a useful way to allow students a stronger voice in their own learning. (SAM)

ED 359 513

CS 213 887

Buffington, Nancy

When Teachers Aren't Nice: bell hooks and Feminist Pedagogy

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). "Bell Hooks" is an author whose name is consistently displayed in lower case letters.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Feminism; Higher Education; Teacher Effectiveness; \*Teacher Role; Teacher Student Relationship; Writing (Composition)

IDENTIFIERS- Composition Theory; \*Feminist Pedagogy; \*hooks (bell); University of Arizona Tucson

The recent "feminization" of composition theory and pedagogy has replaced the classroom figure of the authoritative father with an image of a nurturing mother. But as bell hooks and others insist, the classroom is inherently a place of struggle and conflict and the "real world" is even more so. Hooks offers concrete alternatives to the usual feminist approach. First, she insists that feminist teachers recognize how their roles as teachers give them power over students. Instead of resisting that power for fear of exercising domination, hooks argues that feminist teachers can use that power in ways that enrich the learning process. Hooks also insists on a unity of theory and practice. Rather than assuming that her approach will speak for itself, she explains to students from day one what will be different (i.e., not politically neutral) about her class. She uses a confrontational classroom style that encourages students to "come to voice" in a risky environment. This contradicts the image of the female teacher as maternal authority figure. And because hooks aims at making education "more rather than less real," she encourages students to relate what they are learning in class to their changing personal identities and then to place their own ideas in a more critical framework. Other

are transformed by existing institutions, this book presents 14 essays that discuss network-based classrooms in which students use communications software on computer networks to converse in writing. The first part of the book discusses general themes and issues of the ENFI (Electronic Networks for Interaction) experiences. The second part presents ENFI theory and technology, and explores specific stories of how network-based classrooms developed in different settings. The third part of the book presents summative analyses of students' writing. Essays in the book are: "Innovation and Social Change" (Bertram C. Bruce); "A Situated Evaluation of ENFI" (Bertram C. Bruce and Joy Kreeft Peyton); "Understanding the Multiple Threads of Network-Based Classrooms" (Joy Kreeft Peyton and Bertram C. Bruce); "Pulling together the Threads: Themes and Issues in the Network-Based Classroom" (Joy Kreeft Peyton and Bertram C. Bruce); "The Origins of ENFI" (Trent Batson); "Student Authority and Teacher Freedom: ENFI at New York Institute of Technology" (Marshall Kremers); "Script Writing on a Computer Network: Quenching the Flames or Feeding the Fire?" (J. Douglas Miller); "Seeing Students as Writers" (Geoffrey Sirc and Thomas Reynolds); "The Origins of ENFI, Network Theory, and Computer-Based Collaborative Writing Instruction at the University of Texas" (Fred Kemp); "Why Write--Together--Concurrently on a Computer Network?" (Christine M. Neuwirth and others); "One ENFI Path: From Gallaudet to Distance Learning" (Diane Thompson); "Institutionalizing ENFI: One School Struggles to Implement ENFI across the Writing Program" (Michael Spitzer); "'I'm Talking about Allen Bloom': Writing on the Network" (David Bartholomae); and "Designing a Writing Assessment to Support the Goals of the Project" (Mary Fowles). (RS)

ED 359 533

CS 213 924

Capan, Mary Ann

Multiple Voices in Young Adult Novels.

PUB DATE- 20 Nov 92

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reference Materials - Bibliographies

(131), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Adolescent Literature; Annotated Bibliographies;

Audience Awareness; \*Literary Devices; Literary Styles;

Literature Appreciation; Secondary Education

IDENTIFIERS- Text Factors; \*Voice (Rhetoric)

A stylistic device that has been used by many authors over the years is to alternate the point of view between two or more characters. Authors of young adult novels choose this technique of multiple narrative voices for a variety of reasons. Multiple voices offer a challenge to many young adult readers because the point of view is much more complex than what they see in most young adult novels. Inexperienced or reluctant readers may not enjoy such books, but for other readers the shifting perspective can quicken the pace of the novel. (An annotated bibliography of 15 young adult novels using multiple voices is included). (RS)

ED 359 534

CS 213 925

Mowery, Diane

The Phrase of the Phallic Peminine: Beyond the "Nurturing

Hutchinson, Mary Anne

The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines.

PUB DATE- Mar 93

NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*College Faculty; Faculty Development; Higher Education; Interdisciplinary Approach; \*Interprofessional Relationship; \*Writing Across the Curriculum; Writing Instruction

IDENTIFIERS- Educational Issues; Faculty Status

While the objectives of linking-across-the-curriculum may be laudable, the program as it has evolved only serves to perpetuate every existing stereotype about the place of composition in the curriculum and the role of the composition instructor in the academic setting. Instead of providing an arena in which students encounter shared knowledge between disciplines, it reinforces their perception that the so-called "content courses" are the "important" ones, and that composition is a necessary but tangential aspect of learning. It also puts the composition instructors back in their accustomed place: as Cinderellas who sit among the ashes while the content instructors go to the ball. Many content area instructors, unconsciously or consciously, encourage students in this attitude. They often view the composition teacher as a kind of superior copy editor, and the composition course as a dumping ground for whatever the content area instructors feel needs addressing. What needs to change is the mindset of the composition faculty as a whole. Composition faculty may be able to effect change simply by refusing to participate until the fundamental relationship between content and composition courses is restructured--either with real integration of two divergent disciplines, or by linking with their own content courses. (SR)

Whitney, Anne

Art Therapy: What Does It Have To Say to Writing Teachers?

PUB DATE- 24 Mar 93

NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Art Therapy; Comparative Analysis; Higher Education; \*Self Expression; Student Reaction; \*Writing Instruction; Writing Teachers

IDENTIFIERS- Writing Contexts

The connections between art therapy and the teaching of writing are many. The process of art therapy is essentially art making followed by talk--a process that parallels the process of writing and reflecting about writing that is encouraged in writing classrooms. It is a process aimed at self discovery and consciousness, whether in a writing classroom or in art

Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Classroom Communication; Classroom Environment; Cognitive Development; \*Communication Research; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; \*Instructional Improvement; Process Education; \*Questioning Techniques; Secondary School Students; Secondary School Teachers; Teacher Role; Theory Practice Relationship; Values Education

IDENTIFIERS- \*Communication Behavior; Research Suggestions

This paper addresses the question, "What teacher questioning behaviors influence student learning?" It synthesizes research findings, explicates their prescriptive implications, and presents behavioral guidelines for teachers who wish to make informed choices about improving classroom questioning behavior. The paper examines and synthesizes research findings that focus on the following questions: (1) Does question-asking improve student learning? (2) What types of questions are most effective in the classroom? (3) What questioning behaviors are related to increases in student learning? (4) What questioning behaviors interfere with student learning? The paper also offers a theoretically based questioning strategy designed to promote student learning and a discussion of future directions for research from a communication perspective. A figure for a questioning model is included; a 49-item bibliography is attached. (Author/SAM)

ED 359 573

CS 508 211

McCall, Jeffrey M.

The Media Workshop Hybrid in Media Education Reform.

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Design; Experiential Learning; Higher Education; \*Mass Media; Program Descriptions; \*Programming (Broadcast); Workshops

IDENTIFIERS- \*Media Education

The media workshop and the media laboratory can fit meaningfully into the reforms of mass communication education, but there are distinct differences in their roles. The media workshop is a place where students can serve on-campus apprenticeships with a traditional media organization. The media laboratory is a futuristic media facility that encourages students to try new forms of media expression without the constraints of traditional industry practices and standards. Campuses that lack financial or staffing resources to create both might want to capitalize on the best aspects of a workshop and a laboratory in one media facility. One university campus has developed its over-the-air radio station that allows such a hybrid of the workshop and laboratory. The radio station is operated as a co-curricular arm of the Department of Communication Arts and Sciences. Of the approximately 160 students involved, no more than half are communication majors. Program blocks are reserved during each day for what are called "specialty shows." Information programming also allows students substantial opportunity to express themselves on issues they find relevant and significant. Public service and public affairs programs are part of the programming. Multimedia opportunities are being developed on campus with the growth of

Hollywood's influence has functioned as a worm in the apple-- the fantasy myths in the movies analyzed closely parallel public perceptions. (Contains 54 references.) (RS)

ED 359 593

EA 024 472

Conley, David T.

Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 445p.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Collegiality; Curriculum; Educational Change; Educational Environment; Educational Technology; Elementary Secondary Education; Equal Education; Governance; Guidelines; \*Multicultural Education; Outcomes of Education; \*Program Implementation; Role Perception; School Community Relationship; \*School Personnel; \*School Restructuring; School Schedules  
IDENTIFIERS- \*Caring; \*Educational Restructuring; Teacher Leadership

Designed as a guide for practitioners, this book draws on over 600 sources to discuss school restructuring definitions, trends, and issues; achievements of a few select schools; and implementation techniques and strategies. Two overarching, indirectly stated issues pervading the reconceptualization of schooling are multiculturalism and a caring school staff. The book is organized into four parts. Part 1, Rationale and Context, presents a historical context for restructuring and a summary of the current motivations for, and implications of, educational restructuring. Part 2, Changing Roles and Responsibilities, examines the evolution of new roles for essentially all the groups that participate in public education. Part 3, Dimensions of Restructuring, explores the concepts of incremental and discontinuous change and extensively discusses current school restructuring activities along 12 dimensions: learner outcomes, curriculum, instruction, assessment, learning environment, technology, school-community relations, time schedules, governance, teacher leadership, personnel definitions and roles, and working relationships. Part 4, Process of Restructuring, captures the lessons being learned about the restructuring process and presents examples of strategies and techniques. (Contains over 600 references.) (MLH)

ED 359 594

EA 024 614

Macdonald, Maritza B.; Snyder, Jon

Professional Accountability in a Learning-Centered Elementary School.

PUB DATE- 92

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Accountability; Classroom Techniques; Elementary Schools; Elementary School Students; Elementary School

school. The second is a process model that identifies the complex interaction between goals and processes. The two models help to explain why school-effectiveness research has concentrated on the recognition of effective schools rather than an explication of how they achieved that status. Eight figures are included. (Contains 45 references.) (LMI)

ED 359 613

EA 025 040

Townsend, Tony

School Effectiveness: A View from the School.

PUB DATE- Jan 91

NOTE- 24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; \*Educational Environment; Educational Quality; \*Effective Schools Research; Elementary Secondary Education; Foreign Countries; Intergroup Relations; \*Organizational Climate; \*School Effectiveness

IDENTIFIERS- \*Australia

This paper presents findings of a study that examined the perceptions of educational stakeholders in two regions of the Victorian Ministry of Education toward effective-schools issues. Data were obtained from a survey mailed to a total of 1,060 principals, school councillors, teachers, parents, and students in 100 schools--50 schools each from the southern and northern metropolitan regions of Melbourne, Australia. A total of 583 questionnaires were received from 81 schools. Overall, respondents perceived no dominant role for an effective school, but rather, a wide range of academic, citizenship, and personal-development functions. Staff and schoolwide decision-making processes were viewed as more important in the development of an effective school than were the specifics of classroom activities or the overall organizational system. Finally, school personnel perceived their schools to be effective. Follow-up visits to five diverse schools from the survey confirmed the latter finding. School personnel said that the most important element of an effective school is a dedicated and cooperative staff that utilizes effective communication and teamwork. Two tables are included. (Contains 22 references.) (LMI)

ED 359 614

EA 025 043

Lehnen, Robert G.

What Do SAT Scores Say about Indiana's Education Performance?

Policy Bulletin No. PB-I.2.

PUB DATE- Jun 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Accountability; College Entrance Examinations; Evaluation Problems; \*Evaluation Utilization; High Schools; High School Students; Performance; \*Standardized Tests; \*State Standards; \*Test Score Decline

IDENTIFIERS- \*Indiana; \*Scholastic Aptitude Test

Each year when the Educational Testing Services releases state average SAT (Scholastic Aptitude Test) scores of high school students, Indiana officials are asked why Indiana ranks so low

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Adolescents; Curriculum Design; Guidelines; \*Health Education; Inservice Education; \*Outcomes of Education; Policy Formation; \*Prevention; \*Program Evaluation; Secondary Education

Although considerable effort is being expended on school-based HIV prevention education, few data are available to suggest whether these programs are successful. Developed to help educators evaluate the quality of their HIV prevention programs, this handbook includes information on evaluation designs and measurement tools for collecting data on the basic program components of policy development, curriculum design, teacher training, and student outcomes. The handbook comprises eight interrelated booklets. The first booklet presents five key program-evaluation guidelines, while the second focuses on developing and revising HIV policies. The third and fourth booklets present guidelines for appraising HIV curricula and staff development programs, respectively. The fifth and sixth booklets describe assessment instruments for measuring student outcomes for grades 5-7 and 7-12, respectively, focusing on HIV-related knowledge, attitudes, and behaviors. The seventh booklet offers seven guidelines for selecting and working with an external evaluator to appraise an HIV education program. The last booklet presents five guidelines to assist in reporting results of evaluation studies related to HIV education. Three sample evaluation reports are included to illustrate use of the guidelines. (MLH)

ED 359 634

EA 025 070

Stedman, James B.; And Others  
National Education Goals: Where Are We Now? CRS Report for Congress.

PUB DATE- 26 Mar 90

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Educational Assessment; \*Educational Improvement; \*Educational Objectives; Educational Policy; \*Educational Quality; Elementary Secondary Education; Excellence in Education; \*Outcomes of Education; Standards

IDENTIFIERS- \*National Education Goals 1990

The six national education goals designed to be achieved by the year 2000 address the following issues: (1) school readiness; (2) school completion; (3) student achievement; (4) U.S. mathematics and science performance compared to that in other countries; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. This report considers the status of the U.S. education system relative to these goals and analyzes the issues involved in assessing progress toward them. Available data relevant to each goal are presented. Findings include the following: (1) of all five-year-olds, six out of seven are enrolled in kindergarten or other preschool programs, as are nearly half of all four-year-olds; (2) only 7 out of 10 ninth-graders complete high school 4 years later; (3) a minority of elementary and secondary school students demonstrate competency in English, mathematics, and science; (4) math and science achievement scores for the U.S., in comparison to other developed countries, are often among the lowest; (5) one-eighth of American adults failed a literacy



LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)  
DESCRIPTORS- \*Educational Change; Elementary Secondary Education;  
\*Learning Strategies; Learning Theories; \*Organizational  
Change; \*Organizational Development; Organizational Theories;  
\*School Restructuring

This paper examines the implications of the organizational-learning concept for policy and practice in school restructuring. The organizational-learning framework emphasizes the individual and collective cognitive and behavioral transformations that occur as part of the emergence of new organizational patterns. Various models for organizational change are discussed, with a focus on managed change. Implications of the organizational-learning framework for educational change are as follows: (1) school restructuring is an important precursor to real paradigmatic change; (2) schools have deeply embedded dysfunctional learning habits that must be attacked; (3) the organizational learning framework avoids placing blame for organizational problems; (4) teachers' and principals' expectations about the nature of leadership are inconsistent with that of the organizational-learning framework; and (5) the emerging paradigm will probably result in increased centralization in U.S. schools. The organizational-learning framework has elements of both managed change (structure and leadership) and anarchy (unpredictability). The application of organizational-learning theories helps to resolve some of these issues by identifying aspects of the change process that are more or less manageable and by suggesting ways in which the subjective aspects of change may be incorporated into more traditional change approaches, such as strategic planning. (Contains 30 references.) (LMI)

ED 359 655

EA 025 100

Munas, Mark A.  
The Development and Implementation of Inservice Management  
Training for Entry-Level Classified Personnel: Phase One--  
Personnel Selection.

PUB DATE- 19 May 93

NOTE- 189p.; Practicum Report, Nova University

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Elementary Secondary Education; \*Inservice  
Education; \*Management Development; \*Personnel Management;  
Personnel Selection; School Personnel; \*Staff Development;  
\*Supervisory Training

IDENTIFIERS- \*Florida

This practicum paper describes a training intervention project that was designed to improve classified employees' personnel selection and problem-solving skills. The project addressed the following personnel issues: legal issues of employment, critical thinking, job analysis, selection style, interviewing techniques, and employee induction. Fifteen head custodians from a Florida school district participated in a 6-week training program to decrease the probability of illegal hiring practices among entry-level managers. Methodology involved a needs assessment survey and pre- and post-test surveys. Upon completion of the program, participants demonstrated a strong growth in their knowledge of personnel selection and problem-solving, and a positive attitude toward the change in personnel-selection process and problem solving. The training program

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Autism;  
Children; Crisis Intervention; Developmental Disabilities;  
\*Disabilities; Infants; Physical Disabilities; \*Respite Care;  
\*Special Health Problems

IDENTIFIERS- \*Medically Fragile

This collection of five factsheets provides basic information about the need for and provision of respite care services for particular populations. Each factsheet is presented in a format which provides some background information on the population, a brief discussion of the purpose of respite care programs for this group, a discussion of the characteristics of the population and/or program considerations, and a conclusion. A list of several suggested references and organizational resources completes each factsheet. Factsheets are titled: "Respite Care for Children Who Are Medically Fragile"; "Crisis Nursery Care for Infants and Children Who Are Medically Fragile"; "Respite Care for Children with Developmental and/or Physical Disabilities: A Parent's Perspective"; "Respite Care for Children with Autism"; and "Respite Care for Children with HIV-Related Conditions." (DB)

ED 359 676

EC 302 022

Crosby, Judith C.

Menu Strategy for Improving School Behavior of Severely  
Emotionally Disturbed Students.

PUB DATE- 1 Dec 92

NOTE- 81p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Attendance; Attitude Change; Behavior Change;  
\*Behavior Disorders; Critical Thinking; Elementary School  
Students; \*Emotional Disturbances; Hospitalized Children;  
Hospital Schools; Intermediate Grades; \*Intervention; \*Positive  
Reinforcement; \*Program Effectiveness; Reading Achievement;  
Rewards; Secondary Education; Secondary School Students;  
Student Attitudes; Student Educational Objectives; Token  
Economy; Truancy

This practicum report describes a 12-week project to decrease truancy and improve motivation and academic performance of three students (ages 12 to 18) hospitalized with severe emotional disturbances. A visible and powerful reward system using a menu strategy was developed and implemented in which students participated daily in establishing goals and reinforcers while moving toward increasingly intrinsic motivation. The project also involved a whole language approach to reading, a critical thinking instructional program, and development of a therapeutic bond with at least one teacher. Measurement of reading skills, attendance records, and students' verbal reports were used to evaluate academic achievement, improved attendance, and changed attitudes and behavioral patterns. The constantly visible menu showed goals and rewards on a daily, weekly, and monthly basis. Additionally, each week focused on a different area, including assessment and orientation, goal setting, self motivation, frustration management, oral language, written expression, reading comprehension, reading for pleasure, self-expression, daily living skills, self-discovery, and evaluation/closure. All students increased attendance notably, improved their reading skills substantially, and appeared to improve their critical thinking skills and attitudes. (Contains 29 references.) (DB)

Moore, Cory

Maximizing Family Participation in the Team Process.

PUB DATE- May 93

NOTE- 13p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p43-53. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Meetings; Parent Attitudes; \*Parent Participation; Parent School Relationship; \*Parent Teacher Cooperation; Participative Decision Making; \*Severe Disabilities; Student Educational Objectives; \*Teamwork

This paper, by a parent of a child with severe mental and physical disabilities, discusses why parent/professional teaming is important to maximize benefits for children and youth with severe disabilities. It recounts the family's experience with the impact of disability. Strategies for effective parent/professional teaming are outlined, stressing the importance of professionals understanding parents as individuals, and the value of empathy, respect, and efforts toward true collaboration. Specific suggestions cover inclusion of parents in team meetings, joint development of Individualized Education Programs, personal communication with parents, avoidance of jargon, use of round (rather than rectangular) tables in meetings, careful planning for meetings, inclusion of the student (and sometimes siblings) in meetings, encouraging parents to bring a relative or friend, use of a comfortable communication style, follow up of meetings with a thank you note, and involvement of parents at all levels of the education system. (Contains 17 references or additional resources.) (DB)

Utley, Bonnie L.

Facilitating and Measuring the Team Process within More Inclusive Educational Settings.

PUB DATE- May 93

NOTE- 26p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p55-77. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Communication Skills; Elementary Secondary Education; Family Role; \*Interdisciplinary Approach; Intervention; Mainstreaming; Parent Participation; \*Severe Disabilities; \*Social Integration; Student Educational Objectives; \*Teamwork

This paper describes how the movement of students with severe disabilities to more inclusive settings impacts on the team

This document is intended to assist South Dakota schools in the development and implementation of Gifted Education Plans, and includes state laws and rules pertaining to gifted education, guidelines for reporting, and explanations of the necessary components of a district's written plan. A brief statement of philosophy addresses characteristics of gifted students and their need for appropriate educational programming. The relevant sections of South Dakota codified laws which address gifted education are briefly summarized. Administrative rules concerning gifted education are outlined, including definition, the written plan for the education of gifted students, program standards, identification of gifted students, the gifted review team, allowable costs, and appeal procedures. A checklist is presented for developing the written plan and documenting data collection and financial reporting. This is followed by the written plan, which provides greater detail. The plan addresses: philosophy of programming, statement of goals and objectives, program procedures, program services, general program management, the appeal process, and statements of compliance with relevant federal laws. An outline of data collection requirements is also provided. An appendix summarizes legal aspects and describes intra-classroom, extra-classroom, and acceleration options in types of educational services suitable for gifted students. Sample forms complete the document. The separately printed South Dakota Plan for Education of the Gifted, edited by Gail Widman and Doug Lampson provides a brief mission statement and an outline of goals and objectives presented in tabular form. (DB)

ED 359 714

EC 302 276

Klawiter, Arlene, Ed.; And Others  
Handbook for Implementing a District Gifted Education Plan.  
PUB DATE- 93

NOTE- 13p.; For related documents, see EC 302 274-277.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Ability Identification; \*Compliance (Legal); Curriculum Development; Delivery Systems; Elementary School Students; Elementary Secondary Education; \*Gifted; Parent School Relationship; Program Administration; \*Program Development; Program Evaluation; \*Program Implementation; School Community Relationship; Secondary School Students; Staff Development; State Legislation; \*State Standards; Student Characteristics; Student Evaluation; Teacher Certification

IDENTIFIERS- \*South Dakota

This handbook is intended to assist South Dakota school districts in developing and implementing educational programs for gifted students. It is noted that state regulations provide a minimum standard for gifted programs, but do not limit services and leave room for flexibility in planning according to each district's needs. The first section briefly lists characteristics of gifted students and notes the state mandate to provide programming for these students. Requirements in program management are summarized, including responsibilities for program implementation, documentation, funding, staff development, and teacher certification. Guidelines for screening and identification are given next. Curriculum options are briefly addressed, including responsibility for curriculum determination by school districts and delivery models and

Beales, Janet R.  
Special Education: Expenditures and Obligations. Policy Study No.  
161.  
PUB DATE- Jul 93  
NOTE- 38p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Compliance (Legal); \*Disabilities; Educational  
Legislation; Elementary Secondary Education; Equal Education;  
Federal Aid; Federal Legislation; \*Financial Support;  
\*Instructional Student Costs; \*Program Costs; Public Policy;  
\*Special Education; State Legislation; Trend Analysis  
IDENTIFIERS- California

Under federal and California law, cost alone cannot be used as a defense for modifying or denying education and support services to a student with a disability. This has contributed to growth in special education spending. However, funding has not kept up with costs, forcing school administrators to "encroach" upon general education revenues to pay the costs of special education. Over a quarter of special education program expenditures in California, on average, are paid from a school district's general fund. Because most students with disabilities today spend the majority of the school day in regular classrooms, the actual cost of educating a child with a disability is higher than the program costs alone would imply. There is a need to re-examine special education spending. Reductions in costs could come about by implementing a reasonableness standard to protect schools from excessive costs, neutralizing adverse financial incentives, allowing more private sector participation, funding special education on a block grant basis, and relaxing some staffing requirements. Appendixes provide detailed statistical data from the study. (Contains 35 endnotes.) (JDD)

ED 359 736

EC 302 303

Philips, Pamela G.  
Societal Conceptualization of Mental Retardation: A Contrived  
Darkness.

PUB DATE- 92

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Attitude Change; Decision Making; Handicap  
Discrimination; Human Services; Labeling (of Persons); \*Mental  
Retardation; \*Normalization (Handicapped); Personal Autonomy;  
\*Quality of Life; \*Social Attitudes; Social Bias; \*Social  
Change; Social Integration

This paper explores the detrimental effects that assumptions and labels have caused people with mental retardation and examines the concept of changing societal attitudes. The paper points out that: mental retardation has often been regarded not simply as one aspect of a person's life, but as engulfing the person's whole life and becoming that person's identity; normalization extends to people with disabilities the right to be involved in the same situations and circumstances as people without disabilities; people with and without mental retardation feel more satisfaction with their lives when they are able to make more of their own decisions about their lives; people with mental retardation need a system which will naturally support them in efforts to become autonomous; society often gives lip

# Structure; Written Language

The notion of "textual norms" refers to sociocultural conventions that define the "well-formedness" of a text. Because well-formedness in texts is characterized by convention, different conventions may exist in a community and lead to norm conflicts when used in actual text generation. In this article, two types of norm conflict are described. In the first, there is a lack of a conventionalized norm system that leads to change in the norm system by a functionality principle (i.e., the normal system is viewed as a means not an end). In the second conflict, the goal and communicative function can be interpreted in different ways, and the norm system can be changed only according to a regulativity principle (i.e., an act of authority). (JP)

ED 359 757

FL 020 822

Pankow, Christiane

Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.

PUB DATE- Apr 92

NOTE- 8p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Broadcast Journalism; Classification; Computational Linguistics; \*Contrastive Linguistics; Cultural Context; \*Discourse Analysis; Foreign Countries; Language Usage; \*News Writing; Research Methodology

IDENTIFIERS- \*East Germany; Text Patterns; Text Types; United States; \*USSR; West Germany

This research originated with the idea that a relationship exists between the culture-specific way of thinking on the one hand and the use of language in special contexts on the other, affecting both meaning and text structure. The goal of the research is to create an interlingual text corpus representing a special type of text that appears in different languages and different cultures. The text corpus (television news from East Germany, West Germany, Soviet Union, and the United States) and the research methodology, which involved charting text patterns and their indicators, are described. Text type and text pattern are the basic theoretical concepts used in the classification of empirical data. (JP)

ED 359 758

FL 020 823

Frandsen, Finn

News Discourse: The Paratextual Structure of News Texts.

PUB DATE- Apr 92

NOTE- 14p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Discourse Analysis; Foreign Countries; \*Headlines; \*Linguistic Theory; \*Newspapers; \*News Writing; Text Structure

IDENTIFIERS- \*van Dijk (T A)

This paper examines the paratextual structure of news texts, i.e., the headline system (superheadline, main headline, and subheadline) and the lead. In the first part of the paper T. A. van Dijk's interdisciplinary theory (1988) of "news in the

Considerations unique to classroom research and problem-solving where the teacher is English-dominant and many students speak English as a Second Language are examined, and advice is offered to teachers. The discussion reflects the specific concerns of a group of graduate students in teacher education. An approach is outlined, in a conversational format, for teachers planning their first effort at classroom research in this context. Suggestions are offered for recording instructional concerns and ideas, generating and selecting research questions, anticipating problems, and dealing with change that may result from research. The particular issues encountered by several of the graduate students, and their resolution, are described. Teacher projects discussed include research on: the value of writing collaboration in a linguistically diverse group; written vs. oral teacher response to student journal entries; obtaining assistance in maintenance of portfolios for a large group of students with four native languages represented; and providing students with personal, psychological support. Work from the portfolio of one student is appended. (MSE)

ED 359 780

FL 021 245

Short, Deborah J.

How To Integrate Language and Content Instruction: A Training Manual. Second Edition.

PUB DATE- 91

NOTE- 109p.; For the earlier edition, see ED 305 824.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; \*Curriculum Development; Dialog Journals; Elementary Secondary Education; \*English (Second Language); Evaluation Methods; Individualized Instruction; \*Instructional Design; Lesson Plans; \*Limited English Speaking; \*Material Development; Models; Portfolios (Background Materials); Program Design; Second Language Instruction; \*Staff Development; Student Evaluation

IDENTIFIERS- \*Content Area Teaching

The manual is addressed to teachers, administrators, and teacher trainers helping students learn through a non-native language by integrating language and content. This audience may include English-as-a-Second-Language, bilingual education, or content (e.g., science, math, social studies) teachers with limited-English-proficient students in elementary and secondary schools. The manual presents a whole-education approach involving: (1) incorporation of content material into language classes; and (2) accommodation of students' limited English proficiency in content classes. The first chapter gives an overview of the integrated language and content approach, and the second chapter outlines specific classroom strategies and techniques. Chapter 3 offers suggestions for adapting standard textbook and workbook materials, and chapter 4 gives assistance in developing lesson plans. A variety of student assessment methods are discussed in the fifth chapter, including performance-based assessment, portfolios, journals, language-related content assessment, and assessment across the curriculum. Key issues in curriculum implementation are then addressed, including teacher cooperation/collaboration,

Nursing Assistant. Florida Vocational Program Guide.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.  
Div. of Vocational, Adult, and Community Education.  
PUB DATE- Feb 89  
NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Behavioral Objectives;  
\*Career Development; Checklists; Classroom Techniques;  
Competence; Competency Based Education; Educational Resources;  
Entry Workers; Guidelines; Job Skills; \*Nurses Aides; \*Nursing  
Education; Postsecondary Education; Program Guides; \*Program  
Implementation; State Standards; \*Student Evaluation; Teaching  
Methods

IDENTIFIERS- Florida

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a nursing assistant program in Florida postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and a set of student performance standards for nursing assistant courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behavior the student is expected to be able to demonstrate in order to show mastery of each standard. The guide also provides information on the following topics: facilities, equipment, and supplies, and safety for nursing assistant education classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a list of 19 print materials and 15 audiovisual materials). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, self-check with answers, written test with answers, and performance test. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the nursing assistant field. (KC)

ED 359 323

CE 062 365

Adult and Continuing Education Collections at Syracuse University.

PUB DATE- 91

NOTE- 99p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022), Historical Materials  
(060), Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Adult Reading Programs; Continuing  
Education; \*Educational History; Foreign Countries; Higher  
Education; Librarians; \*Libraries; \*Library Collection  
Development; Library Role; \*Literacy Education; Television

IDENTIFIERS- India; Laubach Literacy International; Omnibus  
(Television Series); \*Syracuse University NY

This issue of the biannual "Syracuse University Library Associate



group mastery. Chapter 1 orients the group to four major themes important to an understanding of educational activities in the workplace: workplace trends, master learning, literacy, and workplace skills. Chapter 2 describes the steps needed to develop the steering committee into an effective working group. Chapter 3 shows the steering committee how to organize a needs assessment. Chapter 4 offers an array of options to help the steering committee narrow down choices for learning components to suggest to Learning Initiative Teams (LITs). Chapter 5 explores the nature and function of an LIT and offers pointers for creating guidelines for the formation of the teams that will inaugurate the workplace learning program. Chapter 6 links the steering committee and LITs to educational service providers. Chapter 7 leads the steering committee through implementation of the first cycle of LIT activities and its evaluation. Appendixes include a glossary and directories of educational service providers in Central Ohio and of organizations with workplace learning programs. Contains 39 references. (YLB)

ED 359 341

CE 063 901

A Guide to Aviation Education Resources.

PUB DATE- May 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Aircraft Pilots; Air Traffic Control; \*Air Transportation; \*Aviation Education; \*Aviation Mechanics; Aviation Technology; Educational Resources; Flight Training; Instructional Materials; Postsecondary Education; Science Education; Secondary Education; Technical Education; Videotape Recordings

This resource guide details the services and materials available from the National Coalition for Aviation Education (NCAE) member organizations. An alphabetical listing of 15 NCAE member organizations provides in each case the name of a contact person, address, telephone and fax numbers, and a very brief description of whom or what the organization represents or of the organization's purpose. This listing is followed by more detailed synopses of services and/or publications available from the NCAE member organizations: Aircraft Electronics Association; Aircraft Owners and Pilots Association; American Helicopter Society; Aviation Distributors and Manufacturers Association; EAA Experimental Aircraft Association Aviation Foundation, Inc.; General Aviation Manufacturers Association; Helicopter Association International; International Association of Machinists and Aerospace Workers; National Aeronautic Association; National Air Transportation Association; NASAO National Association of State Aviation Officials Center for Aviation Research and Education; National Business Aircraft Association; Opportunity Skyway; Professional Aviation Maintenance Association; and aviation education programs sponsored by the Federal Aviation Administration (FAA). (YLB)

ED 359 342

CE 063 910

Winn, Marilyn G.; Lynch, Richard L., Ed.

Apparel and Accessories. Second Edition. Career Competencies in Marketing Series.

PUB DATE- 90

NOTE- 257p.

LANGUAGE- English

scored only slightly better after the usual course of instruction on English grammar and mechanics in the developmental English class, whereas experimental group students (n= 9) scored better on the posttest after completing the developmental English class and the computer-assisted lessons. Planning for Phase III included disseminating and marketing the program. (Appendixes include sample lesson worksheets, sample software guide, exit interview, and a flyer and catalog describing the product, "Write for Your Life," and pricing.) (YLB)

ED 359 359

CE 063 973

Bailis, Lawrence N.; And Others

Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.

PUB DATE- 91

NOTE- 152p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Agency Cooperation; Alcohol Abuse; Cooperative Programs; \*Coordination; Demonstration Programs; Drug Abuse; Economically Disadvantaged; Evaluation Methods; \*Homeless People; Housing Needs; \*Job Training; Measures (Individuals); Models; Participant Characteristics; \*Program Effectiveness; Program Evaluation; Program Implementation; Referral

IDENTIFIERS- \*Job Training for the Homeless Demonstration Prog; Stewart B McKinney Homeless Assistance Act 1987

An interim evaluation analyzed the first year of operation of the Job Training for the Homeless Demonstration Program (JTHDP). Data were collected from quarterly progress reports and evaluation reports submitted by 32 local JTHDP projects. The projects exceeded planned levels of clients served and achieved other positive outcomes, including average wage at placement higher than the minimum wage and upgraded housing; they served a diverse group of homeless persons including many with barriers to employment. Many local projects adopted service delivery models that differed from the traditional model-- direct employment, long-term support through sheltered/subsidized employment, and a recovery approach for those struggling with or recovering from alcohol or other drug dependency. Case management was a critical service and the service most frequently used by project participants. The projects varied considerably in the degree to which they used sophisticated assessment tools. Eleven projects used assessment methods that went beyond interviews by an intake worker or case manager through the use of standardized assessment tools; six others reported that staff made referrals to other agencies for sophisticated assessment. Job search assistance, job development and placement, and vocational/occupational skills training were the most popular employment and training services offered. Projects frequently offered remedial education, counseling, and subsidized employment services. Postplacement services were important. The projects worked with other community agencies to promote referral and other collaborative relationships. It has become increasingly evident that efforts to help the homeless demand coordination among employment and training program operators and education, welfare, and social service programs. The first year experience of the JTHDP also

Gender Equity in Vocational Education. Trends and Issues Alerts.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)

DESCRIPTORS- Change Strategies; Directories; \*Educational Change;

\*Educational Trends; Employment Patterns; Guidelines;

Instructional Materials; Literature Reviews; Models;

\*Organizations (Groups); Program Descriptions; Program Guides;

Research Reports; \*Resource Materials; Secondary Education;

\*Sex Fairness; Trend Analysis; \*Vocational Education

Women now represent 45% of the work force, and 74% of all 25- to 54-year-old women now work. Despite these statistics, women are still clustered in 20 of 400 occupational categories, and 70% of female secondary vocational students are preparing for low-wage jobs. These statistics, coupled with the findings of research on self-esteem and identity formation, mandates included in the 1990 Carl Perkins Act, and growing recognition of the fact that gender equity is good business, have motivated renewed emphasis on the creation of an environment in which individuals consider career options and make career choices based on their abilities rather than on stereotypes and expectations. A new set of issues accompanies the renewed interest in gender equity. Included among these issues are attitudes and stereotypes, sexual harassment, equity and males, learning and communication styles, and accountability. The most important issue, however, remains that of how gender equity can be achieved. (An annotated bibliography of 15 print resources for vocational educators interested in accelerating gender equity in education and in work is provided along with the names and addresses of four resource organizations concerned with issues related to gender equity in vocational education.) (MN)

ED 359 377

CE 064 008

Alamprese, Judith A.

Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP).

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.  
Bureau of Adult Education and Training.

PUB DATE- 93

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adult Basic Education; Agency Cooperation; Basic

Skills; Competency Based Education; Coordination; Curriculum

Development; \*Instructional Systems; Program Administration;

\*Program Effectiveness; Program Implementation; \*Program

Improvement; Staff Development; State Standards; \*Statewide

Planning; \*Systems Approach

IDENTIFIERS- Connecticut; \*Connecticut Adult Performance Program

Connecticut's Adult Performance Program (CAPP), which was

initiated in 1986, is a mix of policies, training, and

technical assistance activities based on the following

elements: specification of expected competency-based program

outcomes; development of an assessment and instructional model

to facilitate achievement of the program outcomes; provision of

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Citations (References); Curriculum Development; \*Family Programs; High Interest Low Vocabulary Books; Instructional Materials; \*Intergenerational Programs; \*Literacy Education; Program Administration; Program Development; Resources

IDENTIFIERS- \*Family Literacy

This report contains a list of 5 contacts, 12 research reports and studies, 4 publications in program planning and administration, and 16 curriculum materials in the field of family literacy. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed include the following: how-to guides for literacy program developers, low-level literacy books and pamphlets for parents who are new readers, guides on reading to and with children, and guides to using technology in family literacy education programs. (KC)

ED 359 396

CE 064 042

Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute.

PUB DATE- Feb 93

NOTE- 118p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Accreditation (Institutions); \*Associate Degrees; College Programs; \*Cooking Instruction; Educational Needs; \*Foods Instruction; Hospitality Occupations; \*Institutional Evaluation; Program Effectiveness; Program Evaluation; Program Improvement; \*Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- \*Schenectady County Community College NY

This report is the self-study of the Associate in Occupational Studies (AOS) in Culinary Arts program offered by the Hotel, Culinary Arts, and Tourism Department at Schenectady County Community College (New York). The self-study was conducted to support the department's application for initial accreditation of the Culinary Arts program with the Standards Accrediting Commission of the American Culinary Federation Educational Institute (ACFEI). As suggested by the ACFEI, the format of this report is organized around the following seven sections of the commission's accrediting standards: philosophy and goals, organization and administration, faculty and staff, curriculum, facilities, student services, and summary. Three appendixes contain the department chairperson's letter to prospective students, an explanation of the work experience requirement, and an equipment inventory. Some of the identified strengths of the program are the following: (1) the program is offered by a stable institution and is accomplishing its mission; (2) the college is housed in a former hotel; and (3) the curriculum is based on practical and useful elements. Weaknesses are as follows: (1) lack of course work in sanitation and bar management; (2) ineffectiveness of the career placement office in helping graduates to get started in their careers; (3) lack of racial minority groups in the program; (4) dependence on many part-time faculty members; and (5) no elective courses. (KC)

ED 359 397

CE 064 043

National Workplace Literacy Program for Health Care Employees. Final Evaluation Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Div. of Vocational, Adult, and Community Education.  
PUB DATE- 91  
NOTE- 109p.  
LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners)  
(051), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Behavioral Objectives; \*Career Exploration; \*Career  
Planning; Decision Making; \*Education Work Relationship;  
Guidelines; High Schools; High School Students; \*Learning  
Activities; \*Self Evaluation (Individuals); Workbooks  
IDENTIFIERS- \*Goal Setting

This package includes a booklet of career planning activities for high school students and an accompanying facilitator's guide. The booklet contains 11 learning activities grouped in sections on self-assessment, career exploration, goal setting and planning, and the relationship between education and careers. The facilitator's manual consists of an introduction, companion sections for the four sections of the student activity booklet, and seven appendixes. The introduction includes an overview of the Pathways to Your Future career planning series, suggested implementation strategies, a listing of the objectives of the student activity booklet, and guidelines for using the facilitator's guide. Each companion section to the student activities includes some or all of the following: objective, list of required materials, suggested additional resources, introduction, suggested procedures for introducing and/or conducting each student activity, and notes warning of potential problems as negative reactions of students with low self-esteem to certain learning activities. Included in the appendixes are descriptions of various aptitudes, a list of selected occupations related to interests and abilities, definitions of the 12 career areas, examples of occupations by level of education, and a high school program of study planner. (MN)

ED 359 416

CE 064 100

Burat, Zipura T.; Yanello, Robert  
Exemplary Programs Serving Special Populations. Volume II.  
SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC.  
PUB DATE- Dec 92  
NOTE- 36p.; For volume I, see ED 348 571.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Bilingual Education; \*Demonstration Programs;  
\*Displaced Homemakers; Educational Resources; \*Education Work  
Relationship; \*Exceptional Persons; One Parent Family;  
Postsecondary Education; \*Program Effectiveness; Program  
Implementation; Refugees; Secondary Education; Special Needs  
Students; \*Vocational Education; Youth Programs  
This monograph describes briefly five exemplary programs chosen in 1991 by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education. The first section of the monograph contains background information on the search for exemplary programs, including a discussion of how the framework for identifying such programs was developed. Five of the 20 components that were found to be well developed and particularly strong in the

Confessore, Gary J., Ed.; Confessore, Sharon J., Ed.  
Guideposts to Self-Directed Learning. Expert Commentary on  
Essential Concepts.

PUB DATE- 92

NOTE- 174p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; \*Adult Learning; Educational  
Practices; Educational Research; Educational Theories;  
\*Learning Motivation; Learning Processes; \*Lifelong Learning;  
Literature Reviews; \*Self Motivation

The 15 chapters in this book include commentaries on 12 seminal works on self-directed learning (SDL) by Houle, Knowles, Tough, Spear and Mocker, Brookfield, Caffarella and O'Donnell, and Long et al. These works were identified by a Delphi panel of 49 experts. Chapter titles and authors are as follows: "An Introduction to the Study of Self-Directed Learning" (Confessore); "SDL in the Workplace" (Confessore); "Selecting the Key Literature in SDL" (Confessore, Confessore); "Inquiring Mind: A Study of the Adult Who Continues To Learn" (Candy); "SDL: A Guide for Learners and Teachers" (Long); "Major Learning Efforts: Recent Research and Future Directions" (Bonham); "The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning, 2nd Edition" (Kasworm); "Learning without a Teacher: A Study of Tasks and Assistance during Adult Self-Teaching Projects" (O'Donnell); "The Organizing Circumstance: Environmental Determinants in SDL" (West); "SDL: From Theory to Practice" (Hiemstra); "Understanding and Facilitating Adult Learning" (Guglielmino); "Self-Directed Adult Learning: A Critical Paradigm Revisited" (Spear); "SDL: Application and Theory" (Knowles); "SDL: Emerging Theory and Practice" (Tremblay); and "Advances in Research and Practice in SDL" (Danis). (SK)

ED 359 437

CG 024 873

Tillotson, Jerry

"In Their Own Words" Comments, Observations, and Reflections on  
Working with a School Psychologist.

PUB DATE- 6 May 93

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Counselor Attitudes; Elementary School Students;  
Elementary Secondary Education; \*Helping Relationship; Parent  
Child Relationship; School Counselors; School Personnel;  
\*School Psychologists; Secondary School Students; Teacher  
Attitudes; Teacher Student Relationship

This report contains information obtained from approximately 7 hours of interviews conducted with 11 people who had worked with the school psychologist hired by the Lamoille South Supervisory Union Board of Directors (comprising school board members from the towns of Elmore, Morristown, and Stowe, Vermont) to address student problems. Student problems related to problems of family and peer relationships are considered, and the changing nature of parent-child relationships as more and more families include two employed parents is discussed. Changing family structures resulting from divorce and/or remarriage are examined. It is noted that the changes in family life have forced schools to take on a more parental role that they had in the past. The increasing demand for school

Among New Mexico's teenage women, birth rates are 31% higher than the national rate for the 15 to 17 age group and 30% higher for the 18 to 19 age group. The New Mexico Survivorship Study, a longitudinal investigation being conducted in an effort to reduce these figures, uses the technique of survivorship methodology from epidemiology. In biomedical investigations that use survival analysis, patients with a lethal disease are followed over time until they die. Factors associated with greater survival times are then used to design more effective treatments. In the New Mexico Survivorship Study, this technique is being adapted to study teenage pregnancy. Beginning in the fall of 1993, teenage women (N=1,894) will be tracked over a risk period (7th through 12th grade) for a designated outcome (pregnancy) and those variables related to survival time will be examined statistically. School nurses at study sites will interview students who became pregnant (nonsurvivors). Matched control students who do not become pregnant (survivors) also will be interviewed. As a preliminary step, records from the past 5 years were accessed to establish some approximation of baseline incidence. The New Mexico Survivorship Study hopes that, by drawing information on etiology directly from young women who become pregnant, prevention mechanisms can be designed that will reduce the state's ranking in teenage pregnancies. (Contains 23 references.) (NB)

ED 359 457

CG 024 921

Hardesty, Constance; And Others  
Paternal Involvement and the Development of Gender Expectations  
in Sons and Daughters.

PUB DATE- Nov 92

NOTE- 26p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Development; Adolescents; Child Development; Children; Daughters; \*Expectation; \*Fathers; Longitudinal Studies; \*Parent Child Relationship; \*Parent Role; \*Sex Differences; \*Sex Role; Sons; Young Adults

Data from the National Survey of Children (Waves 1 and 3), a longitudinal survey of 2,000 children who were between the ages of 7 and 11 during the first wave in 1976 and between the ages of 16 and 20 during the third wave in 1987, were analyzed to examine the impact of paternal involvement during childhood as well as the ongoing father-child relationship on sons' and daughters' gender role orientations and attitudes in young adulthood. The results indicated that, compared to females, males placed more importance on success at work and less importance on being a parent. Females, compared to males, were less likely to believe in traditional roles and more likely to believe that couples should share housework. While there were significant gender differences in role orientations and attitudes, there were no significant differences by father presence. Whether or not a father was present at time 1 and whether or not that presence changed over time had no significant relationship to the development of gender role orientations and attitudes. This finding supports the contention that research on the development of gender may need to pay less attention to father presence and focus more on the effects of the nature of fathering. Data analyses indicated that the ongoing father-child relationship was more important

that is administered to the parents of many thousands of children and adolescent annually in school systems and mental health agencies. It is a standardized instrument with age norms for males and females, on which parents rate their child's behavior. The CBCL consists of nine behavioral scales, but for boys and girls ages 4-5 and for girls ages 12-16, only eight scales are reported. This study was conducted to examine the relationship between the CBCL profiles and the Diagnostic and Statistical Manual of Mental Disorders, Third Edition-Revised, (DSM-III-R) diagnostic classification, and to test the relationship between the Global Assessment of Functioning (GAF) scores and the CBCL profiles. Findings based on data from 977 children and adolescents receiving treatment at one mental health center revealed no significant relationships between CBCL profiles and DSM-III-R diagnostic classifications or between the CBCL profiles and GAF scores. These findings suggest that, until further information is obtained, when the CBCL is used to make clinical judgment, it should be interpreted with caution. (NB)

ED 359 476

CG 024 940

Ellis, Jon B.; Lane, Debra  
Attitudes toward Child Suicide.

PUB DATE- Mar 93

NOTE- 24p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; Age Differences; \*Children; College Students; Death; Higher Education; Parent Child Relationship; \*Parent Role; Sex Differences; \*Student Attitudes; \*Suicide

IDENTIFIERS- \*Blame

Previous research has shown that parents of children who commit suicide receive reduced emotional support from their community. More research in the area of attitudes toward child suicide may aid professionals in helping grieving friends and families and help pinpoint areas where more education may be needed. This study examined the differences between male (N=52) and female (N=72) college students in their blaming of parents for a child's suicide. Ages of the victim were varied to see if the age of the victim would influence both blaming attitudes and attitudes toward the victim's mental health. Subjects completed a demographic questionnaire, read one of three scenarios on child suicide which varied by age of the child but not by sex (all victims were boys), and answered the Youth Suicide Scale (YSS). Results revealed men to be more blaming of parents of a child suicide than were women. There was no main effect for the age of the victim in the scenarios when using the total YSS score, but when using only question four, "To what degree do you blame parents for their child's death?", subjects blamed the parents of the 10-year-old more than they blamed parents of the 13-year-old or the 17-year-old. (Author/NB)

ED 359 477

CG 024 941

Bingham, William C.; Martin, Grace  
Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989).

PUB DATE- 89

NOTE- 30p.



for classroom observation and interviews. Results indicated that: (1) the majority of teachers (219, or 84.59%) held a skills theoretical orientation to reading, while only eight (3.10%) held a whole language theoretical orientation to reading; (2) 60% of the teachers observed (including all five teachers with a skills orientation) taught reading in a manner consistent with their theoretical orientation to reading; (3) 73% of the teachers observed used basal/skills strategies; (4) all teachers used a variety of instructional strategies to teach reading; (5) all teachers consistently identified their own classroom experiences as the single most important influence in what they believed about reading and reading instruction; and (6) there was no significant difference in students' reading attitude with respect to teachers' theoretical orientation to reading and reading instruction. Findings suggest that the provision of practical strategies without theory may lead to misimplementation or no implementation at all, unless teachers' beliefs are congruent with the theoretical assumptions of the practice. (Ten tables of data are included; 46 references are attached.) (RS)

ED 359 495 CS 011 350

Grisham, Dana L.

The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Classroom Environment; Elementary School Students; Elementary School Teachers; Grade 4; Intermediate Grades;

\*Reading Attitudes; \*Reading Instruction; Reading Research;

Student Attitudes; Teacher Attitudes; Teacher Behavior; \*Whole

Language Approach; Writing Attitudes; \*Writing Instruction

A study examined how teachers' attitudes and beliefs affect their enactment of literature-based curriculum materials, whether student attitudes differ in accordance with the teacher's orientation, and whether student achievement in reading and writing differ in whole language and traditional classrooms. Two "whole language" and two "traditional" teachers in four intact suburban fourth-grade classrooms in southern California were chosen. Teachers were observed for over 100 hours over 1 year. Pretest and posttest reading and writing attitude measures, and reading achievement tests were administered. Writing samples were taken at three points. Analysis of teacher, principal, and student interviews present the insider's view of the classroom. No statistically significant differences were found in reading. On attitude measures classes were split between one whole language and one traditional teacher. Students in the traditional teachers' classes significantly outscored those in whole language classes on writing measures. Results presented represent work in progress with full data analysis to be completed in June 1993. Analysis of qualitative data is incomplete. (Eight tables of data are included; 30 references are attached.) (RS)

ED 359 496 CS 011 351

Tustin, Betty R.

feminist teachers affirm hooks' strategies by asserting that power and authority do belong in the feminist classroom and that power and struggle are vital parts of revolutionary feminist pedagogy. (SAM)

ED 359 514

CS 213 889

Wiemelt, Jeffrey

Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Audience Awareness; Higher Education; Interpersonal Relationship; \*Revision (Written Composition); \*Writing (Composition); Writing Research

IDENTIFIERS- Author Reader Relationship; Process Approach (Writing); Text Factors; \*Writing Contexts

A language-centered social interactionist approach toward writing and written communication involve writing and reading as acts of negotiation. Effective writing, which enables writers and readers to construct and share understanding, is a process of interpersonal contextualization. An analysis of the working drafts and revision of the introductory section of one student writer's text demonstrates how key textual features function reflexively to establish and sustain the rational grounds of writing and reading as sense-making social practices. An important pedagogical implication of this framework for understanding writing is that writer-reader classroom interactions need to be intensively text-centered, a concern too often neglected in current process-oriented instructional design. Developing writers need to witness the on-line effectiveness (or ineffectiveness) of their texts as rational accounts of the working contexts that enable readers to make sense of their efforts. (Contains 17 references.) (RS)

ED 359 515

CS 213 891

Purves, Alan C.

Towards a Reevaluation of Reader Response and School Literature. Report Series 1.8.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Environment; Cultural Context; \*Language Arts; Literature; Multicultural Education; \*Reader Response; \*Reader Text Relationship; Reading Writing Relationship; Secondary Education; Written Language

IDENTIFIERS- \*Aesthetic Reading; Author Reader Relationship; Educational Issues; Response to Literature

This paper reconsiders the nature of literature as a school subject. Musing on three anomalies that occur when language arts teachers consider their professions about school literature and what occurs in literature classrooms: (1) the

Mother" in Feminist Composition Pedagogy.

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Educational Philosophy;

\*Feminism; Higher Education; \*Language Role; \*Teacher Role; Teaching Methods; Writing Instruction

IDENTIFIERS- \*Composition Theory; Feminist Criticism; \*Feminist Pedagogy; Poststructuralism; Psychoanalytic Theory

Theories of phallic authority outlined by Jaques Lacan, Sigmund Freud, and Luce Irigaray suggest that one can effectively undo authority only from a position of authority, a position that traps feminists within the very phallic economy they hope to subvert. Attempting to avoid this trap, feminist pedagogues have made a distinction between "bad" authority and "good" authority by assuming the role of the "nurturing mother" rather than the "authoritative father." This brand of feminist pedagogy remains as much a function of the phallic phantasy as does traditional pedagogy. The job of the pedagogue is to bring and keep student language within the lines of legitimacy. What these feminist pedagogies offer is a simple reversal of privilege, from the Father to the Mother, which leads nowhere new. What is needed is a different game entirely, a way out of the old stories, out of Oedipal subjectivity, out of the binary system itself. A pedagogy of laughter could mimic phallic authority in the classroom in a way that would pervert its authenticity. Authority would then find itself enacted as a pedagogical performance--a parody or pastiche--informed by the notion that persons cannot be masters of a language that commands them. Authority would not be renounced, rather it would be enacted in a way that would expose its illusoriness. It would become laughable. (A 35-item bibliography is attached.) (SAM)

ED 359 535

CS 213 926

Stieve, Edwin

Breaking Down Gender Barriers: Theories into Practice.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Communication; Cognitive Style; \*Feminism; Higher Education; Teacher Role; Theory Practice Relationship; Womens Studies; \*Writing (Composition); Writing Assignments; Writing Instruction

IDENTIFIERS- Gender (Language)

Breaking down gender barriers in composition and literature classrooms suggests that teachers rethink the forms of writing they demand of their students (e.g., argumentation and exposition) and that they encourage a wide range of approaches which account for gender-specific modes of writing and interpreting texts. Various writing assignments such as

therapy. Students, writing about their writing, indicate that they are opened to feeling and often surprised by insight. Occasionally they report being changed by their writing. Individuals must differentiate their own voices from the great cultural voice, and they need encouragement and practice to do that. Providing the means for telling and reflecting on these stories is what a writing teacher can do, even within the context of an institution of higher learning and of a discipline. (SR)

ED 359 555

CS 213 947

Ediger, Marlow

Middle School Pupils Write Haiku.

PUB DATE- 93

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary School Students; Grade 6; Haiku; Intermediate Grades; Lesson Plans; Literature Appreciation; Middle Schools; \*Poetry; Student Writing Models; \*Writing Instruction

IDENTIFIERS- \*Middle School Students

Pupils in the middle school can be motivated to enjoy and write haiku poetry. A student teacher taught two lessons to a sixth grade class in haiku writing. First, the student teacher read three haikus aloud to students. After discovering the characteristics of a haiku from two models, the class as a whole wrote a haiku based on slides from their social studies unit on the Middle East. Next, students wrote a haiku in large groups, and then with a peer. Students seemed thoroughly involved in their writing, and interest and frequency of participation were high. Finally, students wrote haikus as a homework challenge--and 22 of 25 students brought their poems to class the next day. Writing haikus can be one means of having learners develop their own ideas and put them into print. (SR)

ED 359 556

CS 213 948

Ediger, Marlow

Middle School Pupils Write Tankas.

PUB DATE- 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Lesson Plans; Literature Appreciation; \*Middle Schools; \*Poetry; Student Writing Models; \*Writing Instruction

IDENTIFIERS- \*Middle School Students; Tanka

Middle school pupils tend to enjoy writing verse containing a selected number of syllables per line. A student teacher taught a unit on poetry writing which included a section on writing tanka verse--a 5-line form with five, seven, five, seven, and seven syllables per line. After discovering the characteristics of a tanka from a model, the class as a whole wrote a tanka. Next, students wrote a tanka with a peer, and shared some of

a new student cable television operation. Overall, the workshop overlay with laboratory form and content initiatives has proven successful in this particular university context and for this radio station. (RS)

ED 359 574

CS 508 212

Ali, M. Solaiman

A Case Study of Two Foreign Students: Focus on Language Problems.

PUB DATE- 16 Aug 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; \*Communication Problems; Communication Research; \*Communication Skills; \*Coping; \*Foreign Students; Graduate Students; Higher Education; \*Language Role; \*Language Skills; Reading Skills; Second Language Learning; Undergraduate Students

IDENTIFIERS- Indiana University Bloomington; Indonesians; Malaysians

A case study examined the similarities and differences in the background characteristics, the nature and causes of the English language-based problems, and the coping strategies of two foreign students at Indiana University, Bloomington. Subjects were selected because they represented two different nationalities (Malaysian and Indonesian), genders, age groups, educational levels (graduate and undergraduate), fields of study, and colonial educational backgrounds. Data included responses to a questionnaire, personal interviews, classroom observation, and examination of student essays and lecture notes. Commonalities between the two cases were found in the following areas: speaking the Malay language which is the official language of both Indonesia and Malaysia; positive parental attitude and encouragement about learning English; the reasons for learning English; the nature and causes of English language-based problems; strategies used to overcome language problems and achieve academic success; perceived improvement in academic reading skills; and lack of perceived improvement in verbal and non-verbal communication. The two cases showed some major differences in their personal and academic backgrounds, reasons for learning English, and the amount of English instruction received. In spite of important differences, the language problems of the two cases did not significantly differ. (RS)

ED 359 575

CS 508 213

Fowler, Carol A., Ed.

Speech Research Status Report, July-December 1992.

PUB DATE- 92

NOTE- 344p.; For the January-June 1992 report, see ED 352 694.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports - Research/Technical (143)

DESCRIPTORS- Articulation (Speech); Auditory Discrimination; Communication Research; Hebrew; Language Research; Metalinguistics; \*Music; \*Phonology; Primary Education; Reading Comprehension; Reading Processes; \*Speech Communication; Stuttering; \*Word Recognition; \*Written Language

IDENTIFIERS- Phonological Processing; \*Speech Research

One of a series of semi-annual reports, this publication contains 25 articles which report the status and progress of studies on

Teachers; \*Instructional Improvement; Learning Strategies;  
Primary Education; Public Schools; \*Teacher Effectiveness;  
\*Teacher Student Relationship; Teaching Methods; \*Urban  
Education

IDENTIFIERS- New York City Board of Education

Findings of a case study that examined professional accountability in an elementary classroom are presented in this paper. Classroom observation, document analysis, and postobservation conferences were used to examine the practices and beliefs of one female teacher of second and third graders at a multicultural public elementary school in New York City during the spring of 1991. The first section describes the explicit classroom interactions between the students and teacher, with a focus on the accountability process. The second section discusses the teacher's own cognitive frames regarding her practice and organizes them in light of issues of accountability and pedagogical decisions. Findings suggest that the teacher's essential cognitive frame reflects a "learner orientation," which implies that her special knowledge of each student and her knowledge of the classroom community are at the center of her pedagogical decisions. The teacher exhibited four dimensions of professional accountability: a defined professional role; a sense of community and understanding of diversity; work grounded in children's experiences; and use of multiple accountability mechanisms. (Contains 24 references.) (LMI)

ED 359 595

EA 024 881

Wentworth, Eric

Agents of Change: Exemplary Corporate Policies and Practices To Improve Education.

PUB DATE- Jan 93

NOTE- 44p.; Contains some small and low-contrast print.

Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Administrator Responsibility; Case Studies; \*Change Agents; \*Educational Change; Elementary Secondary Education; Goal Orientation; Leadership Responsibility; Models; Partnerships in Education; Planning; Preschool Education; Public Policy; \*School Business Relationship; Staff Development

IDENTIFIERS- Chief Executive Officers; \*Commitment; \*Corporations; Empowerment; National Education Goals 1990

Major U.S. corporations are committed to enlarging their investments in systematic educational reforms. This publication describes some innovative company policies and presents four case studies (Hewlett Packard, Eastman Kodak, Coopers & Lybrand, and Fannie Mae) to illustrate full corporate commitment, which means more than vast expenditures. True commitment requires mobilization of people toward meaningful, measurable, systemic change; direct involvement for chief executives; employee encouragement and empowerment; and dedication to the Business Roundtable's nine educational effectiveness components and the National Governors Association's six National Education Goals. The committed corporation has dedicated leadership, asserts its commitment at all organizational levels, creates an internal environment for facilitating employee involvement in education as a corporate priority, invests in systemic change, and leverages direct

and what's being done to improve it. Leaders reply that scores are lower because more students take the test than in states with higher scores. This report summarizes what can be learned from Indiana's average SAT scores and what cautions are necessary to reach meaningful conclusions about the educational performance of Indiana students. Indiana high school seniors' average verbal-math SAT scores have historically ranked in the bottom one-third of the states. Two sources of bias that distort and lower Indiana students' average SAT scores are described--the varying rates of SAT participation among states, and differences among states' educational resources. It is argued that SAT scores offer a limited measurement of college-bound high school seniors' verbal and mathematics achievement, and do not accurately represent the state's educational performance. In addition, the SAT is used as a measure of student achievement, although its purpose is to assist colleges in making admissions decisions. Three different ways of reporting SAT scores are explained. It is concluded that the relative performance of Indiana's college-bound high school seniors improves in comparison to other states, once corrections are made. An education-performance report card is needed to provide a comprehensive and informative view of Indiana education. (LMI)

ED 359 615

EA 025 048

Guerra, Michael J.  
Dollars and Sense: Catholic High Schools and Their Finances, 1992.  
PUB DATE- 93  
NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Catholic Schools; Educational Administration; \*Educational Finance; \*Expenditures; \*High Schools; \*Operating Expenses; \*Parochial Schools; Private Education; Private Schools; Religious Education; Teacher Salaries; Tuition  
Demographic, organizational, and financial trends in Catholic high schools in the United States are described in this 1992 report. Data were obtained from a survey sent to a random stratified sample of 500 Catholic high schools in the United States, which yielded 278 usable returns. Information is presented on school administration, teachers, students, admission standards, facilities, parental involvement, finances, development programs, and governance and external relations. Findings indicate that the percentage of president-led Catholic high schools has risen to 20 percent. Teacher salaries and stipends have increased, and the gap between salaries in public and Catholic schools has narrowed slightly. Schools are working to balance necessary tuition increases with expanded financial aid programs, and are placing more emphasis on development efforts. Finally, the findings demonstrate strong support for the effectiveness and efficiency of Catholic schools. However, they face increasing financial strain that is balanced by committed principals, teachers, and parents. Thirty-five exhibits are included. Appendices contain average high school models; summary tables by governance, region, and enrollment; a list of represented schools; and the survey instrument. (LMI)

ED 359 616

EA 025 049

The Superintendents' Leadership Role in School-Based Improvement:

survey conducted for the U.S. Department of Education; and (6) one-third of all public secondary schools report one or more students caught selling drugs, four-fifths experience thefts, and nearly three-fourths report incidents of law breaking that warranted informing police. (Includes 35 notes.) (LMI)

ED 359 635

EA 025 071

Stedman, James B.  
America 2000: The President's Education Strategy. CRS Report for Congress.

PUB DATE- 17 May 91

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Educational Assessment; \*Educational Change; Educational Improvement; \*Educational Innovation; \*Educational Objectives; Elementary Secondary Education; \*Federal Aid; Federal Government; Government Role; \*Policy Formation; School Restructuring

IDENTIFIERS- \*America 2000

America 2000, the national strategy proposed in 1991 by the Bush Administration to achieve six national education goals that were adopted in 1990 by President Bush and the Nation's Governors, consists of four broad components: the reform of current schools; the development of new school models; the enhancement of workers' skills; and the coalescing of communities behind the President's strategy. This report provides an overview of the strategy; describes the roles, as delineated in the strategy, to be played by different levels of government, the business community, and the public; presents a table showing the Administration's proposed fiscal year 1992 funding for initiatives related to the strategy; and concludes with an analysis of some issues relevant to federal policy making. The issues include the approach to reform, research and development, coverage of the goals, promotion of school choice, and development of new model schools. (LMI)

ED 359 636

EA 025 072

Ackerman, David M.  
Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress.

PUB DATE- 2 Mar 92

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Compliance (Legal); Constitutional Law; Elementary Secondary Education; \*Federal Aid; \*Private Education; Private Schools; \*School Choice; State Action; \*State Aid; \*State Legislation

This report addresses the issue of the extent to which state constitutions permit sectarian schools to be included in a choice program. The issue has arisen in connection with federal proposals to fund school-choice programs subject to the law of each state. If the question is considered without reference to federal funding, the inclusion of sectarian schools in choice programs would seem to be clearly permissible in 12 states, explicitly prohibited in 1, and constitutionally dubious in 6. However, if considered with reference to federal funding, it is



will be extended to other groups, such as personnel administration. Appendices include a trainer's guide, sample memorandums and letters, a certificate of completion, evaluation materials, and program handouts. Eight figures are included. (Contains 38 references.) (LMI)

ED 359 656

EA 025 103

The Pocket Condition of Education, 1993.

PUB DATE- Jul 93

NOTE- 13p.; For full document on which these examples are based, see ED 357 513. Contains some low-contrast print.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- \*Educational Assessment; \*Educational Resources; \*Educational Trends; Elementary Secondary Education; Pamphlets; Postsecondary Education; \*School Demography; \*School Statistics; Tables (Data)

IDENTIFIERS- \*Indicators

A small sample of the 60 indicators reported on in the full annual report "Condition of Education, 1993" are provided in this brief booklet, i.e., the following six tables: (1) enrollment rates in prekindergarten education; (2) international comparisons of reading literacy; (3) mathematics and science course-taking patterns; (4) transition from high school to work; (5) international comparisons of public expenditures for education; and (6) time to complete baccalaureate degree. (LMI)

ED 359 657

EA 025 106

Reynolds, David

Linking School Effectiveness Knowledge and School Improvement Practice.

PUB DATE- Jan 91

NOTE- 24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, January 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Improvement; \*Educational Theories; \*Effective Schools Research; Elementary Secondary Education; Foreign Countries; Models; \*School Effectiveness; Theory Practice Relationship

This paper outlines the reasons for the overall lack of synchronization between school-effectiveness knowledge and school-improvement practice at the international level. It surveys the two communities, attempts to understand the origins and distinctiveness of the two paradigms, and outlines what each community could gain from an appreciation of the other's knowledge base. It concludes with an outline of what changed practice within each of the communities could contribute to satisfaction of the other's knowledge needs. Examples of programs that integrate the two bodies of knowledge, creating a new paradigm, are described: (1) the "Improving the Quality of Education" project at the Cambridge Institute of Education; (2) the series of school-improvement programs run by the Halton Board of Education in Canada; and (3) school-improvement attempts at the University of Wales, College of Cardiff. One table is included. (Contains 42 references.) (LMI)

Pearpoint, Jack; And Others

The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles.

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.; Imperial Oil Co. Ltd., Toronto (Ontario).

PUB DATE- 92

NOTE- 160p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Advocacy; Attitude Change; Community Programs; \*Disabilities; Elementary Secondary Education; Equal Education; Foreign Countries; Handicap Discrimination; Humanism; \*Mainstreaming; \*Social Action; \*Social Integration

IDENTIFIERS- Canada; \*Full Inclusion

This collection of over 30 papers presents the view that all persons should be equally valued, provided equal opportunities, viewed as unique individuals, and be exposed to and learn from and about people with diverse characteristics. The papers offer insight into the process of moving forward to achieve both equity and excellence for all Canadian people, labeled "disabled" or not, in educational and other community settings. The articles call for advocacy, attitude change, and expanded availability of appropriate supports and services within schools and communities to allow everyone to participate and contribute in a meaningful way. Titles of sample papers include: "Two Roads: Inclusion or Exclusion"; "The 'Butwhatabout' Kids"; "Annie's Gift"; "Common Sense Tools: MAPS and CIRCLES"; "MAPS: Action Planning"; "Dreaming, Speaking and Creating"; "Kick 'em Out or Keep 'em In"; "Vive la Difference"; and "Natural Support Systems." (JDD)

ED 359 678

EC 302 238

Cook, Paddy Shannon; And Others

Alcohol, Tobacco, and Other Drugs May Harm the Unborn.

PUB DATE- 90

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Alcohol Abuse; At Risk Persons; Breastfeeding; Cocaine; Counseling Techniques; Drinking; \*Drug Abuse; Drug Use; Heroin; Infants; Influences; Marijuana; Mothers; Narcotics; \*Perinatal Influences; \*Pregnancy; \*Prenatal Influences; Smoking; \*Substance Abuse; Tobacco

IDENTIFIERS- \*Fetal Drug Exposure; Phencyclidine

This book combines in a single volume the findings of basic research and clinical studies conducted on the effects of alcohol, tobacco, and other drugs on the fetus, the mother, and the baby after birth and through lactation. It first outlines changing perspectives on teratology (the study of causes for birth defects), as knowledge about the dangers of maternal alcohol and other drug use has increased, and notes limitations of teratogenic research. It reviews maternal factors that influence pregnancy outcomes. Characteristics of drugs and their risk to the fetus are discussed, focusing on genetic vulnerability of the fetus, timing of drug exposure, dosage and

process, particularly with regard to the development, implementation, and evaluation of communication intervention. First, the characteristics of transdisciplinary teams as they operate in more inclusive settings are described, followed by a categorization of team processes as either team "functions" or team "structures." Team functions include assessment, goal-setting, and service provision. Team structures refer to how teams are organized (e.g., who should be part of the team) and roles within teams (e.g., facilitator, observer, recorder) as well as the mechanisms team members use to arrive at a consensus in decision-making. The importance of the team in identifying both the vision that its members hope to realize and the goals of inclusion for each student is stressed. The paper concludes with recommendations for future efforts to enhance collaboration among team members working with this population. (Contains 41 references.) (DB)

ED 359 696

EC 302 256

Powers, Kim

Maximizing Consumer Participation in the Team Process.

PUB DATE- May 93

NOTE- 10p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p79-87. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accessibility (for Disabled); Agency Role; Elementary Secondary Education; Family Role; Interpersonal Relationship; Medical Services; Personal Autonomy; \*Problem Solving; Public Education; Rehabilitation; \*Severe Disabilities; Social Life; \*Teamwork

IDENTIFIERS- \*Self Advocacy

This paper examines the problems and barriers that individuals with severe disabilities often encounter in four areas of their lives: (1) dealing with medical professionals, (2) working with the public education system, (3) receiving rehabilitation services, and (4) socializing with others. The roles of the family, the individual with the disability, and the institutions, professionals, and agencies in the lives of individuals with severe disabilities are examined in terms of possible resolutions to these problems. Ways in which each party could work to maximize the participation of individuals with disabilities in the team process are suggested. (DB)

ED 359 697

EC 302 257

Durand, V. Mark

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.

PUB DATE- May 93

NOTE- 21p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p89-108. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

strategies. Program and student evaluation and parent and community involvement are also briefly considered. A glossary defines 33 terms in gifted education. Twenty-two additional resources are recommended. (DB)

ED 359 715

EC 302 277

Moore, Rick, Ed.; And Others  
Gifted Education Resource Directory.

PUB DATE- 93

NOTE- 30p.; For related documents, see EC 302 274-276.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Competition; Elementary Secondary Education;  
\*Gifted; \*Instructional Materials; Organizations (Groups);  
Publications; \*Resources

This directory of domestic nationwide resources for gifted education lists names, addresses, and telephone numbers for: 42 companies providing catalogs of materials, 84 competitions and organized activities, 12 relevant organizations, and 16 publications. (DB)

ED 359 716

EC 302 278

Mintz, Mindy S.; Cuffie, Kevin L.  
When School Isn't Special: A Call for Reform of Special Education  
in Baltimore City Public Schools. A Report by Students First.

PUB DATE- May 93

NOTE- 103p.; Photographs will not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Change Strategies; \*Disabilities; Early  
Intervention; \*Educational Change; Elementary Secondary  
Education; Parent Participation; Public Schools; \*Regular and  
Special Education Relationship; School Administration; School  
Districts; School Role; \*Special Education; Staff Development  
IDENTIFIERS- \*Baltimore City Public Schools MD

This report critically examines special education in Baltimore (Maryland) public schools and proposes major reform of Baltimore's special education system. Criticisms focus on: poor instructional quality (there is little "special" about special education); segregation of special education students from regular education; special education used as a dumping ground for slow learners and trouble makers; little attempt at early intervention; poor outcomes despite expensive programs; and an inefficient and ineffective bureaucratic system. A series of recommendations is preceded by a list of desired outcomes. These include higher self-esteem for special education students, early intervention to prevent unnecessary placement in special education, ending excessive bureaucracy and red tape, and raising graduation and attendance rates. Six initiatives are proposed: (1) creation of a mission statement; (2) taking responsibility to the schools; (3) creation of one system for all students; (4) staff development and support; (5) encouragement of family participation; and (6) improved management. A previous court-commissioned plan for reform is outlined and endorsed. Requirements of federal and state law as well as a 1984 consent decree are summarized. The report also offers recommendations to implement the six proposed initiatives. (Contains 35 references.) (DB)

service to a new plan for change but then has trouble when the time comes for actual change to occur; it is only when society changes its thinking about mental retardation that people with mental retardation will be accepted; each person must judge others according to their actions and not their labels; and diversity instead of conformity should be emphasized. When this happens, society will have truly banished the darkness it created and replaced it with the light of acceptance and recognition. (Contains 33 references.) (JDD)

ED 359 737

EC 302 304

Gallagher, James J.

The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.  
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; \*Compliance (Legal); Data Analysis; Data Collection; Delivery Systems; \*Disabilities; \*Educational Legislation; Eligibility; Family Programs; Federal Legislation; Financial Support; Health Services; Infants; Preschool Education; Professional Education; \*Program Implementation; \*Public Policy; \*State Programs; Toddlers  
IDENTIFIERS- \*Education of the Handicapped Act 1986 (Part H)

The Carolina Policy Studies Program (CPSP) was established in October 1987 to track the implementation of Public Law 99-457, Part H (the law is now known as IDEA--Individuals with Disabilities Education Act), which aids states in providing comprehensive services to infants and toddlers with disabilities and their families. Since its establishment, the CPSP has used telephone interviews, document analyses, surveys, focus groups, literature reviews, and case studies to investigate the states' responses to Part H, resulting in 85 reports, journal articles, and book chapters. This report synthesizes CPSP findings concerning progress in implementation of Part H, in the areas of eligibility policy, family policy, personnel preparation, finance, interagency coordination, health coordination, and data systems. The report concludes that states are making impressive efforts to implement the complex law. The reform requirements of interagency coordination and parent empowerment were well accepted. Unsolved problems that remain include defining the role of the service coordinator, the limited efforts toward developing interdisciplinary training programs, and a lack of clear vision on how the program will be financed. An appendix lists publications produced by CPSP, in reverse chronological order by year of publication. (Contains over 50 references.) (JDD)

ED 359 738

EC 302 305

Cultural and Linguistic Diversity in Education. Task Force Report.  
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

press" is reviewed with special reference to the status and function assigned to the paratext. In the second part of the paper, an alternative theoretical framework is presented. The fundamental hypothesis of this theory is that the paratextual units of news texts constitute a coherent and relatively autonomous microsystem, despite certain structural and functional differences, and that this microsystem is placed as a text strategic field (threshold) between the sender and receiver of news text. Appended are samples of news text to illustrate the theory. (Author/JP)

ED 359 759

FL 020 824

Flottum, Kjersti  
Polyphonic Structure.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Discourse Analysis; Foreign Countries; \*Linguistic Theory; Structural Analysis (Linguistics); Text Structure

IDENTIFIERS- \*Summarization

This paper presents some aspects of polyphonic theory, which contests the idea of the unique speaking subject and claims that several voices can be manifest in one utterance. The theory is related to the analysis of a coherent text consisting of several utterances. The notions of enunciator, speaker, enunciation, and utterance are defined in polyphonic terms. A polyphonic analysis of argumentative text tests the hypothesis that if there is one voice that is stronger than the others this voice can be characterized as the most important one and situated at the top of the information hierarchy. Results show the analysis to be legitimate in the study of structuring and hierarchical organization of information. (Author/JP)

ED 359 760

FL 020 825

Tirkkonen-Condit, Sonja

Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Coherence; \*Discourse Analysis; Foreign Countries; \*Reading Comprehension; Reading Skills; Rhetoric

IDENTIFIERS- \*Relational Propositions

Readers' ability to identify and accept relational propositions (RPs) in a text may influence their judgments of text coherence. Types of text comprehension were defined in two ways: (1) according to whether an RP was immediately identifiable, identifiable after further reading, or not identifiable; and (2) according to whether the proposition was judged to be acceptable. Using a sample text (an editorial) RPs were identified, articulated into statements, and inserted into the text. This showed that the sample text would probably manifest a high degree of coherence to its readers in that its dominant rhetorical relations would be relatively identifiable,

administrative support, classroom organization, scheduling, bridging, and mainstreaming. Implementation models are described in chapter 7: individualized instruction; sheltered classes; integrated language and content curricula; and a whole-school approach. Similarly, models for staff development programs are outlined in chapter 8. (Contains 47 references and 88 resources.) (MSE)

ED 359 781

FL 021 258

Haillet, P., Ed.; And Others

RELIEF: Revue de linguistique et d'enseignement du français (Review of Linguistics and French Language Instruction), 1991-1993.

PUB DATE- Feb 93

NOTE- 139p.

LANGUAGE- French

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Classroom Techniques; Discourse Analysis; Foreign Countries; \*French; \*Grammar; Instructional Materials; Language Planning; Language Proficiency; Media Selection; \*News Media; \*Oral Language; Phonology; Second Language Instruction; Second Languages; \*Spelling; \*Structural Analysis (Linguistics); Tenses (Grammar); Textbooks; Verbs; Videotape Recordings; Writing Instruction

IDENTIFIERS- \*Orthography; Print Media

This document consists of the first two issues of the journal RELIEF. Each issue contains four articles. All articles deal with French second language instruction: (1) "Utiliser la presse écrite en classe de français-langue seconde (Using the Print Media in French Second Language Class)" (H. Canto); (2) "Une leçon de grammaire facile à concevoir, ou la linguistique structurale au service de l'enseignement du français-langue étrangère (A Grammar Lesson That's Easy to Understand, or Structural Linguistics in the Service of French Foreign Language Instruction)" (P. Haillet); (3) "La Réforme de l'orthographe: Une analyse critique (The Reform of Orthography: A Critical Analysis)" (F. Khettry); (4) "'French in Action' en action: du bon usage de la vidéo dans un enseignement intégré de la langue et de la culture ('French in Action' in Action: Good Use of Video in Integrated Instruction of Language and Culture)" (C. LeGouis); (5) "A la découverte de mon livre de grammaire (Discovery of My Grammar Textbook)" (Aline Germain-Rutherford); (6) "L'enseignement de la composition au niveau intermédiaire (Composition Instruction at the Intermediate Level)" (Thierry A. Grassioulet); (7) "Prosodie et didactique (Prosody and Instruction)" (Elisabeth Guimbretière); (8) "Un modèle spatio-temporel pour le passé composé et l'imparfait (A Spatio-Temporal Model for the Past Perfect and Imperfect Tenses)" (Marguerite Mahler). (MSE)

ED 359 782

FL 021 260

Privorotsky-Kabat, Grazyna

Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods.

SPONS. AGENCY- Office of International Education (ED), Washington, DC.

PUB DATE- 93

NOTE- 287p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Courier" is devoted to covering the world famous collections of adult and continuing education materials held by the Syracuse University Library. It contains five articles: "Laubach in India: 1935-1970" (S. Y. Shah) describes missionary and founder of Laubach Literacy International Frank Laubach's fight against illiteracy in India. "The Portfolio Club: A Refuge of Friendship and Learning" (Constance Carroll) describes a Syracuse University women's reading club that began in 1875. "Omnibus: Precursor of Modern Television" describes the development of that 1950 series and its attempts to set high standards. "The Adult and Continuing Education Collections at Syracuse University" (Terrance Keenan) provides a history and description of these major collections. "The E. S. Bird Library Reconfiguration Project" (Carol Parke) describes recent changes made in the Syracuse Library that has provided such a supportive environment for the Adult and Continuing Education Collections. (CML)

ED 359 324

CE 063 222

D'Azevedo, R. Charters

Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change.

PUB DATE- Mar 92

NOTE- 6p.; Paper presented at the SADE/European Association of Distance Teaching Universities (EADTU) Conference (Umea, Sweden, March 6, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Distance Education; Educational Change; Educational Cooperation; Educational Strategies; Foreign Countries; \*Futures (of Society); Higher Education; \*Labor Force Development; \*Open Universities; \*Program Development; \*School Business Relationship

IDENTIFIERS- \*European Community

Europe's socioeconomic climate will undergo rapid change as the single market becomes a reality and technological change accelerates. With companies in some countries now spending more collectively on training than their governments spend on the higher education sector, it is essential to map out a new European strategy for training for the 1990s. This strategy should include the following key components: training information systems, interinstitutional networks, economic and social cohesion, individual achievements profiles, modular course construction, and distance learning. The absolute distinction between institutional and distance learning will likely disappear. The role, scope, and scale of open distance learning in the European Community will expand greatly in response to the general upgrading of skills and knowledge that will be required as economies become much more knowledge dependent. Another important factor is the demographic challenge posed by the overall aging of the population. The European Association of Distance Teaching Universities will play an important role in the expansion of open distance learning in Europe in promoting collaboration between open universities and traditional institutions and in serving as a permanent "lobbyist" for open distance learning at the European Community level. (MN)

ED 359 325

CE 063 248

Lerman, Robert I.; Pouncy, Hillard



EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Clothing; Communication Skills; Competency Based Education; \*Distributive Education; \*Fashion Industry; Human Relations; Learning Activities; Learning Modules; \*Managerial Occupations; \*Marketing; Mathematics Skills; \*Merchandise Information; Merchandising; Salesmanship; Secondary Education

This competency-based instructional text focuses on preparing students for apparel industry positions at the career-sustaining and marketing specialist levels. It also includes materials to help students develop the competencies needed for entry-level and managerial positions. The text is divided into four units. Unit 1 contains a chapter providing an overview of the apparel and accessories industry and various related career options and a chapter explaining how marketing principles are applied within the industry. The two chapters of Unit 2 cover human relations and communications and the mathematics skills required for a career in apparel and accessories marketing. Unit 3 consists of chapters presenting product information on the following items: fabric, women's clothing, menswear, children's wear, shoes, and accessories. The six chapters included in Unit 4 cover marketing skills related to the following: buying and pricing, physical distribution, promotion, visual merchandising, selling, and management and administration. Each chapter begins with real-life examples and refers repeatedly to current industry trends and to the experiences of real apparel and accessories marketing businesses. Learning experiences are interspersed throughout each chapter, and each unit concludes with a project or case study designed to unify the various topics covered in that unit. (MN)

ED 359 343

CE 063 940

Laser Electro-Optic Technology. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 91

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; \*Electronics; \*Electronic Technicians; \*Job Skills; \*Lasers; Occupational Information; \*Optics; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; Secondary Education; State Programs; Statewide Planning; Technical Education

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a laser electro-optic technology program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section addresses key factors that must be considered when implementing the program: teacher characteristics, conventional instructional methods, student

makes it clear that the high prevalence of alcohol and other drug abuse problems among homeless people indicates that still more linkages are necessary. (Synopsis of JTHDP projects are appended.) (YLB)

ED 359 360

CE 063 974

Munn, Pamela; And Others  
Students' Views on SWAP (The Scottish Wider Access Programme).  
Interchange No. 17.

SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.  
Research and Intelligence Unit.

PUB DATE- 93

NOTE- 13p.; For a related document, see CE 063 975.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Access to Education; Admission Criteria; Adult Education; \*Adult Students; Articulation (Education); Competency Based Education; \*Educational Innovation; Educational Quality; Foreign Countries; Higher Education; Institutional Cooperation; Learning Modules; Nontraditional Education; \*Nontraditional Students; Postsecondary Education; \*Program Effectiveness; Program Evaluation; Student Attitudes; Student Evaluation of Teacher Performance; \*Student Motivation; Student Participation

IDENTIFIERS- \*Scottish Wider Access Program

A study of the Scottish Wider Access Program (SWAP) surveyed 153 current access students in an initial interview and 131 in a follow-up interview; it also surveyed former access students who were in their first year of higher education (n=99 initially, n=76 follow-up). Students were interviewed by telephone near the beginning and the end of their courses. They were drawn from three broad categories of study: science and science-related courses; social science, humanities, and languages; and nursing courses. Findings indicated that both groups felt satisfied with their access courses, which they believed had prepared them well for higher education. Five aspects of SWAP courses were probed in detail: modules, assessment methods, teaching methods, tutor qualities, and study skills. Modules gave students confidence by taking a step-by-step approach, although students were concerned about fragmentation of knowledge and about some modules being too easy. Continuous assessment helped students learn and built confidence. Students reported a high degree of mismatch between teaching methods in SWAP and higher education courses. SWAP tutors were rated very highly by current and former students. Higher education tutors were less often described as knowledgeable, patient, and enthusiastic. Students were happiest finding their own study skills and overall strategy. Access students experienced problems of three main types: academic, personal, and financial. Over 43 percent of students in higher education reported academic difficulties. Among former SWAP students in higher education, there was a striking lack of knowledge about student support services. (YLB)

ED 359 361

CE 063 975

Munn, Pamela; And Others  
Students' Perceptions of Access Courses. A Survey. Research Report Series.

SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.  
Research and Intelligence Unit.

PUB DATE- 93

strong leadership from Connecticut Department of Education staff; and creation of a support system consisting of centralized staff development and technical assistance services. A private corporate evaluated the CAPP initiative from 1986 to 1992. The evaluation confirmed that the CAPP initiative has resulted in significant improvements in the management of Connecticut's adult education system, positive impacts on adult learners' mastery of basic skills and achievement of their educational goals, and overall strengthening of the delivery of adult basic education (especially in the areas of staff development, alignment of curriculum in adult education programs, standardization of local adult education program procedures, and formalization of strong collaborative networks within the adult education system and among education, job training, and welfare programs). The evaluation also resulted in recommendations regarding further refining the CAPP program in the areas of program management, program operation, and interagency cooperation. (The administrator, facilitator, and instructor surveys used in the evaluation are appended.) (MN)

ED 359 378

CE 064 009

Reilly, Linda B.; And Others  
Study To Examine Actions Perceived as Sexual Harassment.  
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div.  
of Adult and Occupational Education.

PUB DATE- 92

NOTE- 26p.; For a summary of this document, see CE 064 010.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Demography; High Schools; \*High School Students;  
Nontraditional Occupations; Questionnaires; \*Racial  
Differences; \*Sex Differences; \*Sexual Harassment; State  
Surveys; \*Student Attitudes; Tables (Data); \*Teacher Attitudes;  
Vocational Education

IDENTIFIERS- New Jersey

A study examined the relationship between selected demographic characteristics and attitude toward sexual harassment. The study population consisted of high school students and adults enrolled in traditional and nontraditional training programs and teachers in 12 New Jersey school districts. Sixty-three percent (638) of the 1,020 questionnaires originally mailed to gender equity project directors were returned with usable data. Study participants were asked if they considered 10 different behaviors to be sexual harassment. Female respondents were more likely to consider the behaviors to be sexual harassment than were male respondents; however, both males and females felt that forms of sexual harassment in which job security, compensation, or work assignments were conditional on sexual favors were most offensive. Respondents aged 16-18 were consistently less likely to perceive behaviors as sexual harassment than were individuals aged 13-15 or over 18. Race also influenced perceptions of sexual harassment. Caucasians and Hispanics were most sensitive to sexual harassment. Students enrolled in traditional career preparation programs were significantly more likely to be sensitive to sexual harassment than those enrolled in nontraditional programs. (The survey data are displayed in 13 tables and the survey instrument is appended. Contains 24 references.) (MN)

ED 359 379

CE 064 010

Washington, DC. National Workplace Literacy Program.

PUB DATE- Jun 93

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Adult Programs; Allied Health Occupations Education; Basic Skills; \*Education Work Relationship; English (Second Language); \*Health Personnel; Hospitals; Labor Force Development; \*Literacy Education; Nursing Homes; \*On the Job Training; Second Language Instruction; Skill Development

IDENTIFIERS- \*Workplace Literacy

The Continuing Education Institute's Workplace ESL (English-as-a-Second Language) and ABE (Adult Basic Education) programs improved the job experience for employees with language and literacy problems in Boston (Massachusetts) by teaching them language strategies that had direct application to their jobs. Health care administrators, supervisors, and employee participants provided the workplace details that became the core of a specialized curriculum. Participants read, talked, and wrote about their jobs. Classes met for 2 hours twice each week. In all there were 51 classes in 5 locations serving 141 employees from 6 health care organizations. The quality of care of the residents or patients entrusted to program participants was noticeably improved as a result of the project. Employees can now fill out patient forms correctly, inform residents and patients of what they are going to do to them as part of their care, and report problems. They have shown more initiative, have become more observant, and want to know more about illnesses and medicines. They also have become more positive and more self-confident. An outside evaluation by Marcus Lieberman, Ph.D., verified these positive outcomes. Five attachments containing statistical and other supplementary materials are provided, as is the text of the outside evaluation report. (KC)

ED 359 398

CE 064 044

Ostwald, M. J.; And Others

The Application of Problem Based Learning to Distance Education.

PUB DATE- 92

NOTE- 10p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bachelors Degrees; \*Building Trades; Construction Industry; \*Distance Education; Foreign Countries; Higher Education; \*Interaction; Models; \*Problem Solving; Professional Education; Student Motivation

IDENTIFIERS- \*Problem Based Learning; \*University of Newcastle (Australia)

Since 1991, the problem-based learning (PBL) approach has been incorporated into the distance education program culminating in a Bachelor of Building degree from the Faculty of Architecture at the University of Newcastle, Australia. The Newcastle conceptual PBL model for on-campus courses was adapted to the special needs of distance learners. The briefings and lectures that are typically part of the interactive learning process that takes place in on-campus PBL-based courses have been replaced by scenarios and learning units. Learning units, which

chosen programs are described. (The five components are as follows: assessment of individuals' vocational interests and abilities, financial support, family and parental involvement and support, notification of both students and parents regarding vocational opportunities, and follow-up of graduates and nongraduates.) The second section includes a description of the exemplary programs, emphasizing those components that reviewers rated highly and that were found to be innovative. The five exemplary programs are the following: (1) Comprehensive Bilingual Vocational Education for Refugee Youth, Catholic Charities of Richmond, Virginia; (2) General Trades/Vocational Experiences for Exceptional Persons, Portland Regional Vocational Technical Center, Maine; (3) Single Parent/Displaced Homemaker Program, Pinellas Technical Education Center, Florida; (4) Transitioning Vocational Services, Mt. Prospect, Illinois; and (5) The Vocational Education Resource System, Rohnert Park, California. An appendix includes guidelines that reviewers used for rating exemplary programs as well as a description of the 20 components that comprise the framework. (KC)

ED 359 417

CE 064 103

Business Ownership. Florida Vocational Program Guide.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.  
Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Behavioral Objectives;  
Business Administration; Career Development; Check Lists;  
Classroom Techniques; Competence; Competency Based Education;  
Educational Resources; \*Entrepreneurship; Entry Workers; Job  
Skills; Postsecondary Education; Program Guides; \*Program  
Implementation; Secondary Education; \*Small Businesses; State  
Standards; \*Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This program guide is intended for the implementation of a business ownership and entrepreneurship program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for business ownership courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, suggested teaching methods, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organizations); teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a list of 47 references and resources). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, self-check with answers, and a written test with answers. (KC)

psychological services in these Vermont towns is reviewed. The effect on the need for school psychological services of the enactment of Vermont State Act 230, which calls for changes in the way students with special learning problems are educated, is discussed. The majority of the report presents direct quotes from school personnel on the contributions made to their schools by the school psychologist. (NB)

ED 359 438

CG 024 901

Morgan, Harry

A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information.

PUB DATE- 18 Feb 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Elementary School Students; \*Grade 5; Information Seeking; Information Sources; Intermediate Grades; Knowledge Level; Parent Education; Preadolescents; \*Racial Differences; \*Self Esteem; \*Sex Differences; Sex Education; \*Sexuality; \*Student Attitudes  
This study examined selected characteristics and behaviors among fifth grade pupils who ranged in age from 11 to 12 years. The sample (N=975) constituted the entire fifth grade population of a moderate-sized city 45 miles from Atlanta, Georgia. The sample consisted of 160 black students and 815 white students, with 511 boys and 464 girls. A 12-item self-report questionnaire was completed by the students. The results revealed that black students more than whites (24% versus 12%) and boys more than girls (23% versus 3%) reported being sexually active. The group as a whole demonstrated a remarkable degree of knowledge about Acquired Immune Deficiency Syndrome, with 95% of all groups reporting some knowledge about this subject. The findings suggest that the best starting point for sex education is among 10- to 13-year-olds. Both white (71%) and black (68%) students reported that their parents or some other adult in their home had already discussed sexuality with them. They also reported that their parents assisted them in understanding issues that are important to them and that they were more likely to seek information of an important nature from their parents than from the school counselor or their teacher. Implications drawn from this finding strongly suggest the need for parent education on essential topics to enable parents to respond with accurate information to the complex issues of their children. (Author/NB)

ED 359 439

CG 024 902

What's Next?: A Guide to Planning Life after High School.

PUB DATE- 90

NOTE- 102p.; Prepared by "MAACS" (Motivation for Academic Achievement and College Study) a project of the Bridgeport Public Education Fund.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Career Choice; \*Career Planning; \*College Admission; \*College Bound Students; Financial Aid Applicants; Higher

than paternal involvement in childhood and that the effects were greater for sons than for daughters. (NB)

ED 359 458

CG 024 922

Keith, Joanne; And Others

Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529.

PUB DATE- Jan 93

NOTE- 64p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adolescents; \*Children; \*Community Action; \*Community Role; \*Family Life

IDENTIFIERS- \*Michigan

This 11-section report focuses on examples of community-based collaborative efforts in Michigan which address the needs of children and youth in the late 1980s and early 1990s. Section One provides an introduction to the report. Section Two looks at the status of Michigan's children, youth, and families, and includes a summary of sociodemographic trends. Section Three provides a framework for understanding and action, describing community collaborations as applications of ecological theory. This section also introduces a research project initiated in 1991 designed to find out to what extent communities might be applying this ecological model to address the needs of children, youth, and families. Section Four describes the method of analysis used in the project; Section Five presents an overview of 45 collaborative efforts in Michigan identified through the project's preliminary survey; and Section Six gives an in-depth view of 13 of these collaborations. Section Seven focuses on some of the challenges for collaborations identified by the project, Section Eight considers common elements among collaborations, and Section Nine looks at unique elements of the collaborations. Section Ten discusses implications for community collaborations and Section Eleven focuses on the current status and future outlook for collaborative efforts. Twelve figures and seven tables supplement the text. Contains 46 references. (NB)

ED 359 459

CG 024 923

Bloom, Dan; And Others

LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.

SPONS. AGENCY- BP America, Cleveland, OH.; Cleveland Foundation, Ohio.; Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.; Ohio State Dept. of Human Services, Columbus.

PUB DATE- May 93

NOTE- 269p.; Also funded in part by the Treu-Mart Fund and the Procter & Gamble Fund.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Persistence; \*Adolescents; \*Early Parenthood; High Schools; High School Students; Motivation; Potential Dropouts; \*Pregnancy; Welfare Recipients; \*Welfare

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Secondary Education; \*Equal Education;

\*Females; Higher Education; Self Actualization; \*Sex Bias;

Student Development; \*Vocational Education

IDENTIFIERS- UNESCO

Despite educational expansion, girls and women still face unequal educational and training opportunities. A fundamental cause is the perpetuation of assumptions, beliefs, and prejudices that ignore, belittle, and hinder the aspirations, needs, and capacities of girls and women. Since educational and vocational guidance can promote equal opportunity, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) decided to produce the "Manual on Educational and Vocational Guidance for Girls and Women." The Manual seeks to help girls and women in their efforts toward self-fulfillment through education, training, and career-building. The volume includes five chapters entitled: (1) "Inequality of Opportunity"; (2) "Role and Function of Educational and Vocational Guidance"; (3) "Organizing and Operating a Guidance Program"; (4) Consequences of Effective Guidance Programs"; and (5) "Learning from the Experiences of Others." (LBG)

ED 359 478

CG 024 942

Conti, Nancy E.; Kimmel, Ellen B.

Gender and Cultural Diversity Bias in Developmental Textbooks.

PUB DATE- Mar 93

NOTE- 27p.; Paper presented at the Annual Meeting of the  
Southeastern Psychological Association (39th, Atlanta, GA,  
March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cultural Pluralism; Feminism; Higher Education;  
Individual Development; Majority Attitudes; Minority Groups;  
Psychology; \*Sex Bias; Sex Differences; Sex Discrimination;  
\*Social Bias; \*Textbook Bias

This paper reports the results of a content-analysis for the treatment of gender and diversity in the 11 top-selling lifespan developmental textbooks. The purposes were to measure the amount of information provided on aspects of development specific to Caucasian females and females of Color and to evaluate qualitatively the incorporation of the new research and theory on gender through experts' review of sections on gender role development. Results indicated that the amount of information provided on events in girls and women uniquely encounter throughout the lifespan, such as menstruation, pregnancy, rape, etc., was minimal in all 11 textbooks. Experts' qualitative ratings of the texts' section on gender role development for their race and gender bias were also disappointingly poor. Further, the texts contained almost no material on women (or men) of Color. Unlike most previous analyses of texts, this research focused on error of omission, since the absence of information is difficult to detect and yet may be potentially more damaging. The findings suggest that lifespan texts are deficient in their treatment of gender and diversity. A secondary finding was that the more efficient qualitative assessment yielded essentially the same results as the quantitative procedure. (Author)



A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade.

PUB DATE- 2 Apr 85

NOTE- 61p.; M.A. Thesis, Salem College.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Basal Reading; Comparative Analysis; Conventional Instruction; Elementary School Students; Grade 4;  
\*Individualized Instruction; Instructional Effectiveness;  
Intermediate Grades; Reading Research; Sex Differences;  
\*Spelling; \*Spelling Instruction

IDENTIFIERS- California Test of Basic Skills

Two approaches to spelling instruction were compared by measuring which program was more successful. Thirty-two fourth-grade students participated; instructional intervention spanned 6 months. The control group used the materials and procedures of the Macmillian Basal Series. The experimental group used the Spelltex Individualized Spelling Kit. The results of each program were measured by using the California Test of Basic Skills, Level 1 spelling test for grade four. The means of the two groups were compared by using a "t" test. Results indicated: (1) no significant difference between the total group of students using the individualized approach and the total group of students using the basal series; (2) no significant difference between the girls in the control group and the girls in the experimental group; and (3) no significant difference in spelling abilities between the boys using the Macmillian Basal Series and the boys using the Spelltex Individualized Spelling Kit. (Eight tables of data and 38 footnotes are included; 38 references, a list of the steps in the individualized plan, the 5-day basal speller plan, and 6 tables of data are attached.) (RS)

ED 359 497

CS 011 352

Cambourne, Brian

The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.

PUB DATE- 88

NOTE- 218p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Case Studies; Classroom Environment; Elementary Education; Language Acquisition; \*Reading Instruction; Reading Writing Relationship; Student Centered Curriculum; Teacher Role; Theory Practice Relationship; \*Whole Language Approach; \*Writing Instruction

IDENTIFIERS- Emergent Literacy

Based on years of classroom observation, this book presents the thesis that powerful, critical, active, productive literacy can be achieved systematically, and regularly, with large numbers of the school population, if the principles currently known as the whole language approach are applied. The book is based on the assumptions that learning to become literate ought to be as uncomplicated and barrier free as possible, and that once learned, the skills and knowledge that make literacy learning possible ought to endure beyond the classroom. Chapters in the book are: (1) What It's All About; (2) Portraits of Literacy Learning; (3) Prisoners of a Model of Learning?; (4) An Alternate View of Learning; (5) Theory into Practice I; (6)

anomaly of the text and the textbook; (2) the anomaly of the idolatry of naive readers whose heads have been "stuffed"; and (3) the anomalous role of the writer in literature and writing programs, the paper contends that these anomalies only serve to trivialize literature in schools. Exploring the nature of the "rules of the game" of school literature in the United States, the paper argues that school literature programs must treat literary texts as works of art and that literature programs need to be integrated into a broader context of the language arts. The paper questions the role of literature and literature education in American society and asserts that such a resource should serve as the cornerstone of education in a democratic society. The paper concludes that students must be helped to connect the way they read to the way they write, to develop a sense of pleasure in the medium of language and in the exploration of the culture of the writer and of the community of readers in the classroom. (Contains 19 references.) (SAM)

ED 359 516

CS 213 892

Allington, Richard L.

Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basal Reading; Classroom Environment; Curriculum Development; Elementary Education; Elementary Schools; \*High Risk Students; \*Language Arts; \*Low Income; \*Remedial Programs; \*Remedial Reading

IDENTIFIERS- Elementary Secondary Education Act Title I

The lion's share of funding made available under Title I of the Elementary and Secondary Education Act (ESEA) was directed to schools that served large numbers of children from low-income families. In an attempt to quickly upgrade the quality of reading instruction in these schools, specialist teachers were hired to supplement the reading instruction offered in the regular classroom program (or the "first system" of education). The ESEA institutionalized compensatory education and fostered the emergence of the second system of education which now includes remedial programs in reading, writing, mathematics, special education programs for the "mildly handicapped," as well other programs for at-risk students. The second system is now so pervasive that every public school incorporates one or more of its programs. But the second system has largely failed to improve education for children who find learning to read difficult. Unless the fundamentally flawed second system is replaced by an enhanced first system of regular education, the educational prospects for children who find learning to read difficult will not improve. The introduction of an integrated language arts effort may serve as a catalyst for rethinking the conventional wisdom that currently fragments curriculum, instruction, and professional responsibility for developing literacy in at-risk students. (A 31-item bibliography is attached.) (SAM)

ED 359 517

CS 213 901

Howell, Charles

autobiography or business narratives can help students understand "ways of knowing" outside the often patriarchal hierarchy of corporations. Women's ways of knowing have not only helped expand the canon, they have helped to expand thinking about pedagogy, writing assignments, and about the roles of students and instructors themselves inside and outside the writing classroom. (A 35-item select bibliography is attached.) (SAM)

ED 359 536

CS 213 927

Andres, Sophia

Images Bridging Home and Academic Cultures.

PUB DATE- Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cultural Context; \*Cultural Differences;

\*Educational Environment; \*Family Environment; Higher

Education; \*Imagery; Literature Appreciation; Metaphors;

Student Experience; Writing Instruction

IDENTIFIERS- \*Writing Development

Often students are unable to draw upon their personal worlds and individual experiences to enrich their writing, suggesting a disparity between home and academic cultures. In light of this apparent disparity, teachers must try to bridge the gap, a task that is possible when the teacher focuses on the germinal, emotional, and unifying qualities of images. The testimonies of numerous writers point out the powerful influence that a single image can be capable of producing, often becoming the germ of a story or novel. Images also capture, convey, and communicate emotions. Beginning with images from their own experiences, students can become the receptive and diffusive centers of concentric, ever-widening circles of cultural awareness. Specific kinds of assignments can encourage students to evoke images from their own experiences. Students can be asked to understand how the images of a story express the writer's or the character's emotional state. Excerpts from student papers show that they respond readily when asked about a story's images. Students should be challenged to center an entire written piece around an image chosen by them. A central image of a literary text can be studied in its relation to the entire text. By asking students to evoke images as the origins and centers of writing ranging from personal experience to argument, they are inspired to cultivate their voice and originality. (HB)

ED 359 537

CS 213 928

Hertz, Leo J., Ed.; Schifsky, John P., Ed.

Growing Up American: A Record.

SPONS. AGENCY- National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- 90

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Acculturation; Elementary Education; Elementary

their feelings when working with other pupils. Interest remained high as learners read their tankas to others in the classroom. Finally, students wrote tankas as a homework challenge--and 23 of 25 students brought tankas to school. Writing tankas can be one means of having learners develop their own ideas and put them into print. (SR)

ED 359 557

CS 213 949

McFarland, Deborah A.

A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.

PUB DATE- Jun 93

NOTE- 78p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Cooperative Learning; High Schools; High School Students; Instructional Effectiveness; Student Attitudes; Student Participation; Writing (Composition); \*Writing Improvement; \*Writing Instruction; \*Writing Workshops

IDENTIFIERS- High School Sophomores; Student Surveys; Teacher Surveys

The inability of students to become involved with writing assignments in two high-school sophomore honors classes was addressed at a writer's workshop by the implementation of collaborative learning, peer evaluation, conferencing, and broadened literature selection. Students responded to pre-workshop and post-workshop surveys to assess individual attitudes toward learning to write and writing abilities. Students were allowed to complete assignments in collaborative groups. Students were also allowed to choose the literature to be studied by the group. Results indicated increased interest in writing among the target group. Additionally, students in the target group demonstrated improved writing performance on the final writing project. Findings suggest that increased student participation in the selection of writing assignments and literature selections, along with interaction with peers on assignments, brought about improved performance on class writing assignments. (Twenty-six references and teacher and student survey instruments are attached.) (RS)

ED 359 558

CS 213 952

Williams, James D.

Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges.

PUB DATE- Apr 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Administrator Role; \*Basic Writing; Course Content; Curriculum Development; Educational Trends; English (Second Language); English Departments; Higher Education; Minority Groups; Remedial Programs

IDENTIFIERS- Nonnative Speakers; Pluralism

the nature of speech, instruments for its investigation, and practical applications. Articles are as follows: "Acoustic Shards, Perceptual Glue" (Robert E. Remez and Philip E. Rubin); "FD Gives Voicing Information Even with Unambiguous VOTs" (Doug Whalen); "Articulatory Phonology: An Overview" (Catherine P. Broman and Louis Goldstein); "Acoustic Evidence for Gestural Overlap in Consonant Sequences" (Elizabeth C. Zsiga); "Acoustic Evidence for the Development of Gestural Coordination in the Speech of 2-Year-Olds: A Longitudinal Study" (Elizabeth Whitney Goodell and Michael Studdert-Kennedy); "Gestures, Features, and Segments in Early Child Speech" (Michael Studdert-Kennedy and Elizabeth Whitney Goodell); "An Aerodynamic Evaluation of Parkinsonian Dysarthria: Laryngeal and Supralaryngeal Manifestations" (L. Carol Gracco and others); "Effects of Alterations in Auditory Feedback and Speech Rate on Stuttering Frequency" (Joseph Kalinowsky and others); "Phonetic Recoding of Phonologically Ambiguous Printed Words" (Ram Frost and Michael Kampf); "Reading Consonants and Guessing Vowels: Visual Word Recognition in Hebrew Orthography" (Ram Frost and Shlomo Bentin); "The Reading Process Is Different for Different Orthographies: The Orthographic Depth Hypothesis" (Leonard Katz and Ram Frost); "An Examination of 'The Simple View of Reading'" (Lois G. Dreyer and Leonard Katz); "Phonological Awareness, Reading, and Reading Acquisition: A Survey and Appraisal of Current Knowledge" (Shlomo Bentin); "Morphological Analysis in Word Recognition" (Laurie B. Feldman and Darinka Andjelkovic); "Can Theories of Word Recognition Remain Stubbornly Nonphonological?" (Claudia Carello and others); "Poor Readers Are Not Easy to Fool: Comprehension of Adjectives with Exceptional Control Properties" (Paul Macaruso and others); "A Review of Daniel Reisberg (Ed.), 'Auditory Imagery'" (Bruno H. Repp); "A Review of Mari Reiss Jones and Susan Holleran (Eds.), 'Cognitive Bases of Musical Communication'" (Bruno H. Repp); "Diversity and Commonality in Music Performance: An Analysis of Timing Microstructure in Schumann's 'Traumerei'" (Bruno H. Repp); "A Review of 'Einführung in die deutsche Phonetik' by Ursula Hirschfeld" (Bruno H. Repp); "Music as Motion: A Synopsis of Alexander Truslit's (1938) 'Gestaltung und Bewegung in der Musik'" (Bruno H. Repp); "Objective Performance Analysis as a Tool for the Musical Detective" (Bruno H. Repp); "Some Empirical Observations on Sound Level Properties of Recorded Piano Tunes" (Bruno H. Repp); "Probing the Cognitive Representation of Musical Time: Structural Constraints on the Perception of Timing Perturbations" (Bruno H. Repp); and "A Review of Yoh'ichi Tohkura, Eric Vatikiotis-Bateson, and Yoshinori Sagisaka (Eds.), 'Speech Perception, Production and Linguistic Structure'" (Bruno H. Repp). (RS)

ED 359 576

CS 508 214

Lewkowicz, Corinne J.; Liben, Lynn S.

Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.

PUB DATE- 14 Apr 93

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Childhood Attitudes; \*Cultural Context; \*Cultural Influences; \*Deafness; Elementary Education; Higher Education;

assistance to schools through employee involvement and staff training. Companies can build their commitment to strengthening American education by starting at the top, spreading the word, assigning staff to develop educational policies, mobilizing employee volunteers, using staff to leverage their investments, leading or joining a coalition, planning effectively, and being patient and persistent. Included are an executive summary and a list of 12 resource organizations and 67 corporation contacts. (MLH)

ED 359 596

EA 024 946

Roberts, Jo  
Concerns and Development of Cohort Administrators: Foci and Stages.

PUB DATE- Apr 93

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Education; Educational Administration; Higher Education; \*Leadership; \*Leadership Training; Management Development; \*Principals; \*Professional Development

IDENTIFIERS- \*Beginning Principals; Gwinnett County School System GA; University of Georgia

Findings of a study that examined the concerns and professional development of beginning principals who participated in an administrator-preparation program are presented in this paper. The Leadership Enhancement and Development program (LEAD) is collaboratively developed and delivered by the University of Georgia and Gwinnett County schools. Methodology involved a survey of 53 program participants from four cohorts (from 1988-1991) and interviews with the 16 fourth-year participants now in leadership positions. Findings indicate that the cohort-prepared principals shared typical concerns and related developmental stages, both influenced somewhat by the cohort and special selection nature of the experience. The professional focus of the new educational leaders moved from administrative and management problems to people and pathology-of-schools issues, and finally to instruction and planning issues. Their time expenditures and mental focus developed within 3 years in the following stages--survival, control, routinization, educational leadership, and professional actualization. Recommendations are made for administrator preparation programs to increase awareness of the early career-concern pattern, to include guided field experiences and mentorships between new and successful principals, and to structure programs that take advantage of professional linkages. Two figures are included. (Contains 18 references.) (LMI)

ED 359 597

EA 024 948

Christner, Catherine  
Austin's Priority Schools: Successful after 5 Years?

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

Documentation of Colloquia of the 1990-1991 School Based Improvement Project.

PUB DATE- 91

NOTE- 68p.; For a report on the second year of the project, see EA 025 050.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings

(021), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; \*Administrator Role; Educational Change; Elementary Secondary Education; \*Leadership; Organizational Change; \*Professional Development; \*School Based Management; \*Superintendents

IDENTIFIERS- \*Massachusetts

The School-Based Improvement Project (SBIP) is a joint venture of the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multiyear professional-development initiative designed to help public school superintendents become effective leaders in promoting educational restructuring and school-based management in their schools. The project is composed of a colloquium series, support groups, peer coaching programs, and onsite leadership laboratories. This document highlights the presentations and workshops delivered during the 1990-91 colloquium series, in which participants engaged in small- and large-group sessions and roundtable discussions. The major themes of the colloquia included: (1) an introduction to restructuring and to the SBIP; (2) challenges to leadership in a changing world; (3) new models of leadership; (4) developing leadership in others; and (5) applications of superintendents' leadership. Appendices contain a list of the SBIP advisory committee members and their biographies. (LMI)

ED 359 617

EA 025 050

The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project.

PUB DATE- 92

NOTE- 45p.; For a report on the first year of the project, see EA 025 049.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Collected Works - Proceedings

(021), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Effectiveness; \*Administrator Role; Educational Change; Elementary Secondary Education; \*Leadership; Organizational Change; \*Professional Development; \*School Based Management; \*Superintendents

IDENTIFIERS- \*Massachusetts

The School-Based Improvement Project (SBIP) is a cooperative venture between the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multiyear professional-development initiative designed to

uncertain whether any states other than Missouri and Virginia would prohibit sectarian schools from participating in a choice program. This report sets forth the pertinent constitutional provisions and interpretations of the 38 states that have provisions of the types described and draws such general conclusions as the present state of the law permits. (LMI)

ED 359 637

EA 025 073

Stedman, James B.; And Others

Goals 2000: Educate America Act Overview and Analysis.

PUB DATE- 26 Aug 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Educational Assessment; Educational Improvement; \*Educational Objectives; Educational Quality; Elementary Secondary Education; Federal Government; \*Federal Legislation; \*Federal State Relationship; \*Standards

IDENTIFIERS- Congress 103rd; \*Goals 2000; \*National Education Goals 1990; Proposed Legislation

This report provides an overview and analysis of the Clinton Administration's school reform proposal, Goals 2000: Educate America Act, submitted to the 103d Congress on April 22, 1993. The proposal, which seeks to create a national structure for supporting school reform, addresses three primary topics: (1) education goals, standards, and assessments; (2) state and local educational reform; and (3) work force standards. Achievement of educational goals, standards, and assessments would involve the establishment in law of the National Education Goals Panel (NEGP) and the National Education Standards and Improvement Council (NESIC). The legislation would also authorize State and Local Education Systemic Improvement grants to support state and local education systemic improvement. Finally, it would establish a National Skill Standards Board (NSSB) to develop a national system of voluntary occupational standards and certification. Each of these facets of the proposed legislation is succinctly detailed in this report. (LMI)

ED 359 638

EA 025 074

Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993.

PUB DATE- Mar 93

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Advisory Committees; \*Educational Assessment; Educational Planning; \*Educational Policy; Elementary Secondary Education; Performance; \*Research Committees; State Boards of Education; \*State Standards; Student Evaluation

IDENTIFIERS- \*Texas

This report of the Committee on Student Learning to the 73rd Texas Legislature addresses committee structure and membership, the charges to the committee as established in House Bill 2885, and the committee's key actions during its first year. The committee focused on receiving research and discussing issues related to outcomes-driven education, essential skills and knowledge, student assessment, successful practices, and



Jones, Judy A.

Performance-Based Diploma Program: An Award-Winning Approach to Dropout Prevention.

PUB DATE- Apr 92

NOTE- 8p.; Paper presented at the Annual Meeting of the National School Boards Association (52nd, Orlando, FL, April 25-28, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; Competency Based Education; \*Dropout Prevention; \*Dropout Programs; Dropouts; \*Educational Innovation; Elementary Secondary Education; \*High School Equivalency Programs; Program Design; Program Evaluation

IDENTIFIERS- \*Florida

Outcomes of the Performance-Based Diploma (BPD) Program, a program implemented at a high school in the southeast United States, are described in this paper. The basic elements for success are people, program design, and product. Staff function on the belief that teachers exist to meet students' needs. The program includes the following components: flexible scheduling, caring and competent teachers, an individualized academic curriculum, self-paced computer-assisted instruction, vocational training opportunities, counseling, no grades, and innovative student discipline policies. The program has retained 75-80 percent of its students each year. Participating students pass the GED and acquire vocational and coping skills. (LMI)

White, William D.

Why a Year Round School District Moved from a Multi-Track to a Single Track Operation.

PUB DATE- Feb 93

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993). For related document, see EA 025 109.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cost Effectiveness; Elementary Secondary Education; \*Extended School Year; \*Nontraditional Education; School Districts; \*School Schedules; \*Year Round Schools

IDENTIFIERS- \*Jefferson County School District CO

One of the most rapidly growing innovations in education in the United States is the adoption of year-round calendars. The largest year-round operation during the 1970's and a model for many districts was run by the Jefferson County, Colorado, School District. After 14 years of year-round schooling, the district returned to a modified 9-month calendar in 1988. This document discusses the reasons for the calendar change. Factors in the decision include the following: increased demand for schools in new neighborhoods; the Board of Education view of year-round education as a temporary housing measure; administrative factors (year-round schools create more work for administrators at the building level and at the central office,

patterns of consumption, and chemical properties of drugs. Hazards of prenatal exposure to specific drugs are then examined, including alcohol, tobacco, marijuana, cocaine, heroin and other opioids or synthetic narcotics, phencyclidine, and prescription medications. For each drug, information is provided on: suspected mechanisms for drug damage to the fetus, effects on fertility, effects during pregnancy and delivery, effects on the newborn, effects on breastfeeding, and effects on the growing child. Suggestions are then offered for counseling women about childbearing and childrearing risks of drug use. A section titled "For More Information" lists health information clearinghouses, compendiums of resources, publications and pamphlets, sources for treatment referrals, and additional readings. (Contains approximately 150 references.) (JDD)

ED 359 679

EC 302 239

Special Rights for Special Children; A Manual for Parents of Handicapped Children in New Jersey.

PUB DATE- Dec 91

NOTE- 67p.; For the 1985 edition, see ED 268 749.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Disabilities; Due Process; Elementary School Students; Elementary Secondary Education; \*Equal Education; Handicap Identification; \*Parent Rights; Preschool Children; Preschool Education; Referral; Secondary School Students; Special Education; \*Special Needs Students; Student Evaluation; Student Placement; \*Student Rights

IDENTIFIERS- \*New Jersey

This booklet on the rights of New Jersey's special needs students and their parents begins with general suggestions on learning about the child's condition and working with school personnel. The booklet outlines conditions that are defined as handicapping and then discusses such rights as the right to a free and appropriate public education, evaluation, classification, Individualized Education Program, placement in an appropriate environment, and re-evaluation. The booklet goes on to describe parents' rights to be informed and to have a mediation conference, a due process hearing, or other appeal. Special situations are considered, such as early intervention, preschool children with disabilities, children with mild speech problems or with temporary illness or injury, eligibility for day training, children in private schools, moving to a new school district, discipline of children with disabilities, and children whose parents cannot be located. An appendix discusses the legal background for these rights, further defines disabling conditions, lists important deadlines, offers sample letters, and provides addresses of relevant New Jersey state agencies. (JDD)

ED 359 680

EC 302 240

Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition.

PUB DATE- 91

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

DESCRIPTORS- Aggression; Behavioral Science Research; \*Behavior Change; \*Behavior Modification; Behavior Patterns; \*Behavior Problems; \*Communication Skills; Elementary Secondary Education; Generalization; \*Intervention; Maintenance; Outcomes of Treatment; Self Destructive Behavior; Self Injurious Behavior; \*Severe Disabilities

This paper reviews evidence of the success of behavior intervention approaches which teach students with challenging behaviors alternative functional communication behaviors. Research supporting the view that challenging behavior is a form of nonverbal communication is reviewed, noting the importance of identifying what such individuals are "saying" with their behavior problems. Functional communication training is described as providing the consequences originally maintaining the target behavior with a new more appropriate behavior. Specific interventions which used functional communication to reduce such behavior problems as aggression, self-injurious behavior, and stereotyped or self-stimulatory behaviors are reviewed. Factors affecting the initial effectiveness of functional communication training include matching responses to functions of the challenging behavior and ensuring that the appropriate behavior is more response efficient than the inappropriate behavior. Factors affecting generalizability and maintenance include response acceptability, recognizability of the communicative response, and communicative context. Recommendations for implementation stress home-school collaboration, teamwork, and development of secondary prevention strategies. Other recommendations address development of a comprehensive model of behavior, development of assessment procedures, improved use of augmentative communication strategies, and primary prevention of serious behavior problems. (Contains 73 references or suggested resources.) (DB)

ED 359 698

EC 302 258

Downing, June E.  
Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments.

PUB DATE- May 93

NOTE- 29p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p109-134. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; \*Communication Skills; \*Deaf Blind; Early Intervention; \*Educational Practices; Elementary Secondary Education; Evaluation Methods; Higher Education; Interdisciplinary Approach; \*Intervention; \*Multiple Disabilities; Professional Education; \*Severe Mental Retardation; Teacher Education; Teamwork; Technology

This paper presents a summary of best practices for communication assessment and intervention with individuals who are deaf/blind and have a severe intellectual impairment. Focus is on individuals who have difficulty both receiving and understanding auditory, visual, and tactual information. The impact of sensory losses on communicative development is

Coleman, Mary Ruth; And Others  
Cooperative Learning and Gifted Students: A National Survey.  
Short Report.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Jun 93

NOTE- 6p.; For the full report, see ED 355 675.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Ability Grouping; \*Cooperative Learning; Curriculum;  
Elementary School Students; Elementary Secondary Education;  
\*Gifted; Instructional Effectiveness; Leadership; National  
Surveys; Secondary School Students; Self Esteem; Surveys;  
\*Teacher Attitudes; Teacher Education

The study summarized in this report was designed to explore some questions concerning the application of cooperative learning for gifted students. A survey of 301 educators belonging to either gifted education or cooperative learning associations found that the two groups held strongly differing views.

Members of the gifted education group were more likely to feel that the curriculum used in cooperative learning is often not challenging enough for gifted students, that little evaluation of cooperative learning involving gifted students has been done, and that gifted students resent being placed in the role of "junior teacher." Members of the cooperative learning group were more likely to feel that gifted students develop critical social and leadership skills in cooperative learning environments, that gifted students develop higher self-esteem by being team leaders in cooperative learning groups, and that cooperative learning is a strategy which enables teachers to educate all students. Both groups agreed that teachers need more preparation in appropriate uses of cooperative learning with gifted students and that cooperative learning strategies might be used to eliminate ability grouping. (JDD)

ED 359 718

EC 302 280

Siegel, Janna

Teachers' Attitudes toward Their Integrated Learning Handicapped  
Students: Relationship to Teacher Perceptions of Students'  
Behavior.

PUB DATE- 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary School Teachers; Intermediate Grades;  
Labeling (of Persons); \*Learning Disabilities; Mainstreaming;  
\*Mild Mental Retardation; Perception; \*Student Behavior;  
\*Teacher Attitudes; Teacher Behavior

Teachers' perceptions of student behaviors were examined to explain teachers' attitudes toward their students with and without learning handicaps. The study involved 44 intermediate-grade teachers who had students with learning handicaps and nonhandicapped students in their classrooms. Teachers' attitudes were measured with a four-question survey, and their perceptions of students' behavior, achievement, and personality were obtained through use of the Teachable Pupil Survey. Results indicated that students whom teachers perceived as exhibiting less ideal student behaviors were more likely to be rejected by teachers, without regard to disabilities. Findings

DESCRIPTORS- \*Change Strategies; \*Cultural Differences; Cultural Pluralism; \*Educational Needs; Elementary Secondary Education; Ethnic Groups; Futures (of Society); \*Language Handicaps; Limited English Speaking; Minority Groups; Poverty; \*Social Values; Special Needs Students

This document examines how to meet the educational needs of children and youth from diverse cultures. Selected data and vignettes are used to provide a context for the lives of children in America. Values that currently drive the educational enterprise are listed, accompanied by a list of reformed values that address the needs of students from diverse cultural and linguistic backgrounds. A vision of society, community, and education is then presented, calling for: a society free of prejudice and bias that embraces diversity and in which each individual has intrinsic worth that is acknowledged and respected; a community that strives to achieve basic goals of equity, representation, and opportunity, where there is caring and acceptance of all individuals; and an educational system that takes a holistic approach to nurturing all students and embraces individual and cultural differences. Strategies for achieving the three visions are presented for federal, state, and local levels, in seven areas: (1) administration and policy, (2) assessment, (3) curriculum and instruction, (4) funding, (5) parents and families, (6) society and community, and (7) training and personnel. Measures of progress in each area are also identified. A bibliography lists eight references and appendixes provide a list of over 40 human resources and a list of six suggested readings. (JDD)

ED 359 739

EC 302 306

Carlson, Laurance; And Others

Federal Resource Center for Special Education. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 31 May 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Attention Deficit Disorders; \*Consultation Programs; \*Disabilities; Educational Trends; Elementary Secondary Education; \*Federal Programs; Information Networks; Mainstreaming; Program Development; Program Effectiveness; Program Evaluation; Public Policy; \*Resource Centers; \*Special Education; \*Technical Assistance; Training; Trend Analysis

IDENTIFIERS- \*Federal Resource Center for Special Education

The Federal Resource Center for Special Education (FRC) was established to provide consultation, training, and technical assistance to Regional Resources Centers (RRCs) in order to enhance the quality and consistency of technical assistance content provided to State Education Agencies. FRC efforts focused on the Office of Special Education Programs' (OSEP's) designated national priorities, which include improving state policies that ensure access and inclusion and issues related to improving outcomes for children with disabilities. This report outlines project tasks, presents the conceptual framework for the project, describes technical assistance activities initiated, evaluates the project, and examines project impact. Specifically, the FRC identified, documented, and reported significant issues and trends in special education, including those involved with the Comprehensive System of Personnel

with their acceptability depending on the readers' beliefs and values. Dominant rhetorical relations in the sample text were unsignalled, left for readers to infer. It is suggested that by virtue of their schematic knowledge of editorials, readers have fairly specific expectations about dominant rhetorical relations. (JP)

ED 359 761

FL 020 826

Virtanen, Tuija

Temporal Adverbials in Text Structuring: On Temporal Text Strategy.

PUB DATE- Apr 92

NOTE- 14p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adverbs; Coherence; Foreign Countries; Structural Analysis (Linguistics); \*Time; Word Recognition

IDENTIFIERS- Linguistic Markers; Text Coherence

This paper discusses clause-initial adverbials of time functioning as signals of the temporal text strategy. A chain of such markers creates cohesion and coherence by forming continuity in the text and also signals textual boundaries that occur on different hierarchic levels. The temporal text strategy is closely associated with narrative text. Temporal adverbs in unitype text is discussed and their occurrence in a corpus containing heterogeneous texts of different types is described. It is obvious that the textual functions that a chain of clause-initial adverbials of time may have in creating cohesion and coherence and in segmenting the text have the discourse-pragmatic effect of facilitating text processing. Near-prototype narratives discussed at the beginning of the paper show clear and homogeneous tendencies. A less stereotyped narrative provides the text-receiver with less expected, and hence, informationally more weighty, solutions. (JP)

ED 359 762

FL 020 827

Wikberg, Kay

Diversifying Procedural Discourse.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Discourse Analysis; Foreign Countries; Text Structure; \*Written Language

IDENTIFIERS- Text Types

Although the main characteristics of procedural discourse are well known, less is known about its various subtypes. Most of the data for the present paper are taken from Category E (skills, trades, and hobbies) in the Brown and LOB corpora, supplemented with examples from computer manuals and a manual for drivers. Following a survey of previous research on procedural discourse, a formulaic definition of procedural discourse is offered: X PRESCRIBE HOW Y DO Z, where X is the knowledgeable text producer, Y the ignorant addressee, and DO Z a complex act. It is shown that variation in text type is largely due to the nature of this macro-act and the degree of

Classroom Use - Instructional Materials (For Learners) (051)  
DESCRIPTORS- Advanced Courses; Athletics; Competency Based Education; Culture; \*Czech; Economic Change; Environment; Health; Information Dissemination; \*Language Proficiency; \*Listening Skills; News Reporting; Politics; Sciences; Skill Development; Social Change; Technology; Uncommonly Taught Languages; Workbooks

IDENTIFIERS- \*Authentic Materials

The set of materials for development of listening skills in Czech is designed for students with advanced language proficiency and is intended to be used with cassette tapes (not included here) to supplement other instructional materials. It consists of 20 units grouped into 2 levels (advanced and advanced plus). At each level there are 10 units, each based on a specific topic, including: announcements; culture; economic change; environment; health; politics; news; science and technology; society in transition; and sports. The unit contains exercises based on the tapes of authentic Czech listening materials. An introductory section gives the student background information on listening skills and habits and describes briefly a number of strategies emphasized in the exercises, including predicting, recognizing cognates, identifying grammar and discourse markers, categorizing, listening for specific information, guessing at unfamiliar words in context, repetition, and summarizing. Answer keys for the units are appended. (MSE)

ED 359 783

FL 021 264

Meehan, Teresa M., Ed.; Schwenter, Scott A., Ed.  
University of New Mexico Working Papers in Linguistics, Volume 1.  
PUB DATE- 93

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Child Language; Geographic Distribution; \*Grammar; Interpersonal Communication; Japanese; \*Language Patterns; \*Language Research; Language Styles; Language Universals; \*Language Variation; \*Linguistic Theory; Phonology; Pronouns; Semantics; Sex Differences; Sociocultural Patterns; Sociolinguistics; Spanish Speaking

IDENTIFIERS- Binding Theory; \*Geolinguistics; Reflexives; United States (Southwest)

This volume contains working papers on a variety of topics in linguistics. They include: "A View of Phonology from a Cognitive and Functional Perspective" (Joan Bybee); "The Geography of Language Shift: Distance from the Mexican Border and Spanish Language Claiming in the Southwestern United States" (Garland D. Bills, Eduardo Hernandez-Chavez, Alan Hudson); "Rethinking the 'Power Semantic': Alternatives for the Analysis and Interpretation of Non-Reciprocal T/V Address" (Scott Schwenter); "Prototype Theory in Language and Cognition" (Patricia Escarraz); "Sociolinguistic Competence in Context: The Formality Factor" (Robin Dale Zuskin); "Male/Female Speech Patterns: Singularity versus Diversity" (Anne Wiltshire); "Supplementing the Binding Theory: On the Question of Proper Binding" (Hector A. Torres); "Some Considerations of the Use of Indices with Pronouns and Wh- Traces" (Carolyn Kennedy); "Toward a Better Understanding of Universal Grammar: Evidence from Child Language" (Teresa M. Meehan); and "Re-Examination of the Notion of Proper Binding: The Interpretation of Reflexives in Japanese" (Teruo Ueno). (MSE)

Why America Should Develop a Youth Apprenticeship System. Policy

Report No. 5.

PUB DATE- Mar 90

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Apprenticeships; Community Colleges; \*Educational Benefits; Educational Needs; Educational Policy; \*Education Work Relationship; Foreign Countries; Government Role; Models; Needs Assessment; Outcomes of Education; \*Policy Formation; Position Papers; Postsecondary Education; Program Development; Program Effectiveness; School Business Relationship; Secondary Education; \*Youth Employment; \*Youth Programs

IDENTIFIERS- Germany

Developing a youth apprenticeship in the United States would boost productivity, improve the preparation of youths for the skill demands of a global economy, and simultaneously offer minority youth an avenue into the economic mainstream. Germany's "dual system" of youth apprenticeship could be adopted to form a national skill-building partnership between public schools and businesses in the United States that would expand the supply of skilled workers, narrow the earnings gap between college and noncollege youth, create new incentives for youths to stay in school, and offer disadvantaged youths a realistic alternative to early parenthood and crime. One vision of a youth apprenticeship system in the United States includes five steps: (1) changing school curricula to expose students in grades 8-10 to information about various occupations; (2) offering 10th graders a choice between pursuing an apprenticeship or remaining in a purely academic track; (3) creating a 3-year apprenticeship starting in grade 11; (4) giving apprentices a comprehensive test at the end of grade 12 to ensure both job and educational proficiency; and (5) spending at least 75 percent of the third year of apprenticeship on the job while spending the remainder in either a high school or a community college. (Contains 17 references.) (MN)

ED 359 326

CE 063 261

Newton, Derek

Working with Numbers.

PUB DATE- 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Foreign Countries; \*Inservice Teacher Education; \*Literacy Education; \*Mathematical Applications; \*Mathematics Instruction; \*Numeracy; Teaching Methods; \*Vocational Education Teachers

In order to help students learn mathematics skills and how to apply them, a staff development workshop for vocational tutors was held at Calderdale College (England). The workshop focused on three objectives: to identify and raise awareness of students' needs, to identify barriers to learning, and to identify ways of supporting students. Four key areas of mathematics were stressed: money, measurement, data handling, and spatial relationship. In the first half of the session, the tutors were asked to carry out four tasks: (1) to write a log of the ways in which they have encountered or used numbers in



admissions criteria, cooperative education, and student organization participation. A list of suggested instructional resources is organized under each outcome shown in the curriculum framework. Other contents include the following: facility design recommendations; information on safety, maintenance, and liability; suggested equipment list with tools and items of equipment listed under each outcome corresponding to the curriculum framework; and information on professional development (teacher technical updating and teacher standards). A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 344

CE 063 941

Life Management Skills. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 90

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Coping; \*Daily Living Skills; Decision Making Skills; \*Health; \*Home Economics; Home Economics Skills; \*Individual Development; Interpersonal Competence; \*Job Skills; Nutrition; Occupational Information; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; Secondary Education; State Programs; Statewide Planning

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a life management skills program. Program content is presented first. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for life management skills, professional organizations, and organizations providing support services. The final section lists the following instructional resources: sources of print and audiovisual materials and software; state-adopted instructional materials, 1988-94; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 345

CE 063 942

Marketing and Distribution. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 90

NOTE- 63p.

NOTE- 46p.; For a related document, see CE 063 974.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Access to Education; Admission Criteria; \*Adult Students; College Students; Competency Based Education; Educational Research; Foreign Countries; Higher Education; Learning Modules; Nontraditional Education; Nontraditional Students; Postsecondary Education; Student Attitudes; Student Evaluation; Student Evaluation of Teacher Performance; \*Student Motivation; Transitional Programs

IDENTIFIERS- \*Scottish Wider Access Program

The Scottish Wider Access Program (SWAP) was designed to encourage adults to participate in higher education. Students enrolled in SWAP in 1991-92 and former SWAP students in their first year of higher education in 1991-92 were interviewed twice by telephone, near the beginning and toward the end of their SWAP course or first year. (The number of current SWAP students initially interviewed was 153, reduced through attrition to 131 for the follow-up interview; for the former SWAP students, numbers were 99 initially, reduced to 76 at the follow-up). A majority of both groups felt satisfied with their preparation for higher education. SWAP modules gave confidence by taking a step-by-step approach, but students worried that knowledge was fragmented and some modules were too easy. Continuous assessment helped students learn and build confidence. Over two-thirds saw SWAP methods as good preparation for higher education. Students praised tutors as knowledgeable, patient, and enthusiastic and welcomed study skills courses at the beginning of their programs. Over 40 percent of students cited financial problems and competing demands on time. Over 43 percent of the higher education sample experienced difficulties in understanding the subject. Students were more likely to seek help with academic problems and "admissible" personal problems. Personal problems were more likely than financial problems to affect students' work adversely. Students who failed to complete SWAP courses reported a range and variety of problems in making the transition to higher education. Most students were attracted to SWAP by the offer of a guaranteed place in higher education. (Two appendices describe the sample.) (YLB)

ED 359 362

CE 063 976

Haggis, Sheila M.

Education for All: Purpose and Context. World Conference on

Education for All (Jomtien, Thailand, March 5-9, 1990).

Monograph I. Roundtable Themes I.

PUB DATE- 91

NOTE- 96p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs II-III, see CE 063 977-978.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - General (140)

DESCRIPTORS- \*Adult Basic Education; Adult Literacy; Adult Programs; Cultural Context; Cultural Education; Cultural Enrichment; \*Cultural Influences; Developing Nations; \*Economic Development; Educational Needs; Education Work Relationship; Environmental Education; Foreign Countries; Health Education; Labor Force Development; \*Literacy Education; Needs Assessment; Population Education; \*Quality of Life; Sex Fairness; Social Development; \*Technological Advancement; Womens Education

Bernstein, Joan D.; And Others

Barriers to Women Entering the Workforce: Sexual Harassment.

PUB DATE- 92

NOTE- 6p.; For the full report summarized here, see CE 064 009.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Demography; High Schools; \*High School Students;

Nontraditional Occupations; \*Racial Differences; \*Sex

Differences; \*Sexual Harassment; State Surveys; \*Student

Attitudes; Teacher Attitudes; Vocational Education

IDENTIFIERS- New Jersey

One of four research projects designed to examine barriers to the entrance of women into nontraditional careers, the study summarized here examined the attitudes held by 638 New Jersey high school students, teachers, and other professionals at comprehensive and vocational-technical high schools toward sexual harassment. Study participants were asked if they considered 10 different behaviors to be sexual harassment. Female respondents were more likely to consider the behaviors to be sexual harassment than were male respondents. Age was related to the perception of sexual harassment for all behaviors except for touching and gestures: respondents aged 16-18 were consistently less likely to perceive behaviors as sexual harassment than were individuals aged 13-15 or over 18. Caucasian respondents were more likely to perceive noises, work assignments, threats to job security, conditional pay, and work hours as sexual harassment. Jokes were found to be particularly offensive to Hispanic respondents, and Asian respondents were less likely to view noises as sexual harassment. Students enrolled in traditional career preparation programs were significantly more likely to be sensitive to sexual harassment than those enrolled in nontraditional programs. Females indicated they would be much more likely to report sexual harassment in settings with a clear policy regarding sexual harassment. (Contains 13 references.) (MN)

ED 359 380

CE 064 011

Reilly, Linda B.; And Others

Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.

PUB DATE- 92

NOTE- 22p.; For a summary of the document, see CE 064 012.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; Demography; Females; High

Schools; \*High School Students; \*Mathematics Anxiety;

\*Nontraditional Occupations; \*One Parent Family;

Questionnaires; State Surveys; \*Student Attitudes; Tables

(Data); \*Vocational Education

IDENTIFIERS- New Jersey; \*Single Parents

A study examined the relationship between math anxiety and selected demographic characteristics. Surveys were administered to 1,152 students in vocational-technical and comprehensive schools in 13 New Jersey school districts. The survey instrument included an attitude scale and a brief math test designed to evoke feelings of math anxiety in respondents. The responses of single parents and students enrolled in

are designed solely to impart knowledge, are perceived by students as an "informative voice." They are separated by "asides," which offer directions and considerations but do not provide data or technical information. The alternation of learning units and "asides" provides a conversational medium through which the student interacts indirectly. Student feedback regarding the technique of simulated conversational exchange has been extremely positive. Because the technique gives the perception of a plot unfolding, it gives students the sense of direction, purpose, and integration that can so often be lacking in topic-centered distance education courses and thus helps improve distance learners' motivation to complete the course. (MN)

ED 359 399

CE 064 047

Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program.

PUB DATE- May 93

NOTE- 17p.; For related reports, see ED 329 701 and CE 064 048.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adult Basic Education; Adult Literacy; \*Daily Living Skills; Economically Disadvantaged; \*Homeless People; Housing Needs; Job Placement; Job Training; Literacy Education; National Programs; Poverty; \*Program Effectiveness; Program Evaluation; \*State Programs; Unemployment; Welfare Recipients; Womens Education

IDENTIFIERS- \*Adult Education for the Homeless Program

In 1991, the Adult Education for the Homeless (AEH) Program consisted of projects in 31 states; a total of \$7.4 million was available to these projects. The projects provided instruction in basic and life skills, further assisted homeless adults through counseling and life planning activities, and coordinated efforts with other homeless adult-serving programs. AEH served over 34,000 adult learners, a 10,000 participant (22 percent) increase over the previous year. Although service to male students was predominant in a number of states, almost half of the learners were women. The racial/ethnic makeup of participants remained fairly constant: the largest group of learners were White, 41 percent were African American, and 11 percent were Hispanic. Services to Native Americans increased. Among the 25 states reporting student ages, those aged 25-44 represented 60 percent of learners, the age 16-24 group 29 percent, and the 45-59 age range 10 percent. Approximately 1,000 learners achieved a high school diploma, almost 2,000 made the transition from basic skills instruction to higher education and occupational training, and over 3,000 found or improved employment. Improved quality of life was indicated by participants who found housing, were removed from public assistance, developed personal education goals, or improved parenting skills. The report concludes with recommendations to local programs, state projects, and the national program. (YLB)

ED 359 400

CE 064 048

Education for Homeless Adults. The 1989-1990 Report.

PUB DATE- Oct 92

NOTE- 16p.; For related reports, see ED 329 701 and CE 064 047.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Criminal Justice Technology. Florida Vocational Program Guide.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 89

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Behavioral Objectives;  
Career Development; Check Lists; Classroom Techniques;  
Competence; Competency Based Education; \*Criminal Law;  
Educational Resources; Entry Workers; Job Skills; \*Law  
Enforcement; Postsecondary Education; Program Guides; \*Program  
Implementation; Secondary Education; State Standards; Student  
Evaluation; Teaching Methods; Technical Occupations

IDENTIFIERS- Florida

This program guide is intended for the implementation of a criminal justice technology program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for criminal justice technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, suggested teaching methods, student learning guide, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 47 books, 11 journals, an annual report, and the services of the Florida Educational Information Service). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

ED 359 419

CE 064 105

Dental Assisting. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Allied Health Occupations Education; Articulation  
(Education); Behavioral Objectives; Career Development; Check  
Lists; Classroom Techniques; Competence; Competency Based  
Education; \*Dental Assistants; Educational Resources; Entry  
Workers; Job Skills; Postsecondary Education; Program Guides;  
\*Program Implementation; Secondary Education; State Standards;  
Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

Education; \*High School Graduates; \*High School Students; \*Planning; Postsecondary Education; \*Student Financial Aid

This guide was written to help high school students to plan for their lives after high school, regardless of whether their interests are directed toward the work place, vocational education, or institutions of higher education. The goal of the guide is to enable students to create and organize a plan tailored to their own needs and objectives. Following a brief introductory section, the guide is divided into three major sections. The first of these focuses on career planning and includes many short surveys on a variety of topics that, when completed, can provide students with an honest assessment of their strengths and weaknesses. A section on "Career Bubbles" gives students some ideas concerning what college majors or subject area interests can lead to in the area of careers. Tips are given for presenting oneself at a job or college interview and for preparing a resume. The next major section of the guide focuses on college admission. It provides information and timeliness to help college-bound students formulate their plans. The final section on financial aid discusses the financial aid form and describes programs for grants and loans. A financial aid checklist is provided and information is given on scholarships available to students in the Bridgeport, Connecticut area where the guide was developed. Other relevant materials are included in a "final words" section. (NB)

ED 359 440

CG 024 903

Boldosser, Susan M.; And Others  
The Comprehensive Guidance Program.

PUB DATE- 93

NOTE- 202p.; This program was designed as part of a project in Counseling 502/505 Spring 1993, Shippensburg University, Pennsylvania.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Crisis Intervention; Elementary Secondary Education; Group Counseling; Individual Counseling; \*Program Development; \*School Counselors; \*School Guidance; Suicide

IDENTIFIERS- \*Missouri Comprehensive Guidance Program Model

This document presents a comprehensive guidance program based on the Missouri Comprehensive Guidance Program and designed for use in a school district that services kindergarten through 12th grade. It is divided into two major sections, structural and programmatic. The structural section of the document explains the philosophy, assumptions, facilities, advisory council, resources, and budget of the program. The programmatic section is subdivided into sections for elementary, middle school, and high school levels. For each of these levels, information is provided on the guidance curriculum itself, individual planning, responsive services, system support, job descriptions, and appendixes. The guidance curriculum subsection focuses on activities for grades K-5 (elementary level), 6-8 (middle school level), and 9-12 (high school level). The individual planning sections describe advisement, assessment, and placement and follow-up for each level. Responsive services concentrates on individual counseling, small group counseling, consultation, and referral at each level. At the middle school level, the counseling services

Services

IDENTIFIERS- \*Learning Earning and Parenting Program OH

This report presents an analysis of the effectiveness of Ohio's Learning, Earning, and Parenting (LEAP) Program in encouraging school attendance by pregnant and parenting teenagers on welfare. It describes LEAP as a statewide program that provides pregnant and parenting teenagers with financial incentives to go to school. The report's eight chapters are divided among three main parts: Introduction to LEAP and Its Evaluation; LEAP Program Operations; and LEAP Program Effects. Chapter 1 includes a brief description of the LEAP program model, a discussion of LEAP's policy significance and previous research in this area, and an explanation of the research design that underlies the evaluation of LEAP. Chapter 2 discusses the analysis plan and the study's data sources, and chapter 3 describes the sample. Chapter 4 provides an overview of program implementation between 1989 and 1992, and summarizes the lessons that can be drawn from this experience. Chapter 5 assesses the operation of LEAP and chapter 6 discusses the teenagers' perceptions of LEAP and its incentive structure, drawing on data from both surveys and focus group discussions. Chapter 7 considers the program's impact on school and adult education program enrollment, relying primarily on survey data. Chapter 8 examines effects on school attendance and provides early findings on school progress and completion, using both survey and school records data. Four appendices are included which provide further information and examine technical issues related to the data used in the analysis. (Numerous figures and tables supplement the text. Contains 40 references.) (Author/NB)

ED 359 460

CG 024 924

Lavoritano, Joseph; Segal, Patricia B.

A Program Evaluation of Short Term Counseling with Primary Grade Children.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Counseling Techniques; \*Elementary School Students; Grade 1; Grade 2; Primary Education; Program Evaluation; \*School Counseling; \*Self Esteem; \*Young Children

This study of a school-based counseling program for primary grade children marked the third and final component of a program evaluation for students in urban, Catholic, non-public schools in Philadelphia, Pennsylvania. The study was conducted to determine the efficacy of short-term school counseling on students (N=56) in the first and second grades in 17 schools. Students were identified by their teacher and/or their parent/guardian as having difficulty with academics and/or behaving inappropriately within the classroom. The findings revealed that the counseled students made significant gains in their self-perceptions of their cognitive and physical competence. In the areas of maternal and peer acceptance, the improvements were not statistically significant. The findings suggest that students referred for counseling at Chapter 1 schools, already at risk because of adverse socioeconomic factors, do not seem to derive as great a benefit from counseling as those students from non-Chapter 1 schools, as reflected by Chapter 1 students' lower perceptions of their cognitive competence after counseling. Since no control group was studied, it is difficult to definitely determine whether counseling was the reason for the students' improved self-

Tillotson, Jerry E.

Adolescent Development Issues in the Classroom.

PUB DATE- 6 May 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adolescent Development; Adolescents; Elementary School Students; Elementary School Teachers; Family Relationship; Intermediate Grades; Peer Relationship; Preadolescents; Secondary Education; Secondary School Students; Secondary School Teachers; \*Teacher Attitudes

IDENTIFIERS- Morristown School District VT

This study was conducted to identify the kinds of student issues involving growing up and adolescent development that teachers deal with most often. A survey on adolescent development issues was administered to 37 school teachers, administrators and other personnel involved with students in grades 5 through 12 in the Morristown, Vermont school district. The findings suggest that family and peer relationships seem to be at the root of most of the challenges reported. It appears that problems and challenges ranked below family and peer issues (substance abuse, identity development, self-esteem) are linked to, if not the direct result of, one or both of those two primary concerns. Sixty-two percent of respondents reported that between 25% and 50% of their students experienced more stable environments at school than they did at home. Five open-ended questions on the school's role in responding to adolescent development issues were included in the survey. This report contains the transcribed answers to those questions as they were written on the surveys. (NB)

ED 359 480

CG 024 944

Iams, Donna R.; Gross, Patricia E.

Gender Differences in the Decision To Seek Post-Retirement Employment.

PUB DATE- Nov 92

NOTE- 11p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Females; Labor Force Nonparticipants; Older Adults; \*Reentry Workers; \*Retirement; \*Sex Differences

The purpose of this study was to identify the factors which may influence the decision to seek employment after retirement from one's primary occupation, and to determine if these factors are similar for males and females. Data were collected from 540 western land grant university employees from ages 40-65 who were employed in positions ranging from ground maintenance workers to upper administration. Cases containing missing data were deleted from the analysis which resulted in a sample size of 331 respondents; 217 males and 114 females. Median income range of the respondents was \$35,000-\$40,000. Respondents were asked about their attitude toward retirement, current health status, health status of spouse, number of children they were supporting, and number and sources of retirement income they expected. Stepwise regression analysis was done to select the set of variables that best predicted post-retirement



Theory into Practice II; (7) Theory into Practice III; (8) Making Connections I: Understanding Reading; (9) Making Connections II: Understanding Writing; and (10) Pulling the Threads Together. (RS)

ED 359 498

CS 011 353

Dixon, Ruth A.

Improved Reading Comprehension: A Key to University Retention?

PUB DATE- Mar 93

NOTE- 17p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Freshmen; Computer Assisted Instruction; Higher Education; Instructional Effectiveness; Program Effectiveness; \*Reading Comprehension; Reading Improvement; Reading Research; \*Remedial Reading; \*School Holding Power

IDENTIFIERS- \*Indiana Wesleyan University

A study investigated the growth in reading comprehension of students successfully completing a college developmental reading course, and the retention of students taking (and not taking) the reading course. Subjects, 197 first-time freshmen who entered Indiana Wesleyan University during 1989-90 and the 1990-91 school years, were divided into a treatment group of 88 students who were required to enroll in a developmental reading course (using computer-assisted instruction) based on their entrance scores on the Nelson-Denny Reading Test, and 109 students whose scores were slightly higher and who were not required to enroll in the course. Of 39 surveys sent to students who completed the course and were still on campus during the spring semester 1993, 38% were returned. Results indicated that: (1) the average growth in reading comprehension for students who completed the course in 1989-90 was 4 years and almost 3 years for students in 1990-91; (2) retention rates for students who completed the course in 1989-90 was 59%, while retention rates for students who did not take the course was 35%; (3) retention rates for students who completed the course in 1990-91 was 65%, while retention rates for students who did not take the course was 36%; and (4) the overwhelming majority of the students who completed the survey said the reading course gave adequate preparation for reading assignments in other courses. Findings suggest that reading comprehension of underprepared freshman can be increased, computer-assisted instruction is effective, and such instruction can aid in university retention. (Four tables of data and the survey instrument are included; a list of 5 computer software packages is attached.) (RS)

ED 359 499

CS 011 354

Newman, Judith M., Ed.

Finding Our Own Way: Teachers Exploring Their Assumptions.

PUB DATE- 90

NOTE- 170p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020), Books (010)

DESCRIPTORS- Educational Change; Elementary School Teachers;

Proposal for an Advanced Writing Course--Perspectives on Professional Knowledge.

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Course Descriptions; Higher Education; \*Professional Education; Program Implementation; \*Rhetoric; \*Teaching Methods; \*Writing (Composition); \*Writing Instruction

IDENTIFIERS- \*Professional Concerns; \*Syracuse University NY; Writing Contexts

This paper presents a proposal for "Perspectives on Professional Knowledge," a course designed to introduce junior-level Syracuse University students to rhetorical and linguistic concepts as tools for the examination of professional knowledge and professional education. The paper briefly describes the course and discusses the relationship of the proposed course to Syracuse's current junior- and senior-level writing courses. The paper then discusses the rationale for the course, noting that the new course will provide an opportunity to develop teaching methods that focus on the specialized problems of literacy in undergraduate professional education. The paper includes an example of a mechanical engineering student who demonstrates the need to read professional literature from a rhetorical perspective. The paper concludes with curricular design principles for the proposed course and a discussion of problems of implementation. (RS)

ED 359 518

CS 213 902

Moran, Michael G.

The Effect of Budget Cuts at the University of Georgia.

PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Budgets; College English; \*College Faculty; Educational Finance; \*English Departments; Higher Education; \*Retrenchment; \*Teaching Assistants; Writing Instruction

IDENTIFIERS- Faculty Attitudes; \*University of Georgia

When budget cuts affected the English department at the University of Georgia in 1991, the writing program was never cut sharply but did suffer in three important ways: class sizes in the freshman program went up, the department replaced full-time with part-time faculty, and a new assistant professor of rhetoric was not hired. Now most freshman courses in English are taught by teaching assistants and some part-time instructors. The junior-level and graduate level writing courses are stretched because of lack of adequate faculty. The biggest change due to the recession is that teachers now must have more students per class. Despite attempts by the administration to manipulate the given situations, class size in freshman English crept up from 17 to 18 to 19, ending finally at 22, although the Dean tried to push it to 25. The recession changed the way part-time faculty were hired and retained, and also caused the university to impose a hiring

School Students; Elementary School Teachers; \*Fiction; Higher Education; Institutes (Training Programs); Language Arts; \*Literary Criticism; Literary Devices; \*Reader Response; Summer Programs; Thematic Approach; \*United States Literature

IDENTIFIERS- \*Response to Literature

This collection represents the record of a summer institute held in 1989 at the College of St. Scholastica in Duluth (Minnesota) in which 40 elementary school teachers and 4 college instructors read and discussed American fiction centering on the theme of initiation/challenge/change. After a beginning section which presents background information, the collection offers the following articles: "Life, Literature and Literary Criticism: Some Reflections" (John P. Schifsky); "Five Answers to a Frowning Question" (Leo J. Hertz); "Participants' Responses"; "Literature and Ethics in a Sixth Grade Classroom" (Cary Werner); "Confronting Our Beliefs: Literature and Human Experience" (Robert McKeown); and "Teaching Elementary School Children: Some Personal Values" (Jeanne Webb). The collection concludes with a list of the institute participants and an evaluator's report. (SAM)

ED 359 538

CS 213 929

Tchudi, Stephen, Ed.

The Astonishing Curriculum: Integrating Science and Humanities through Language.

PUB DATE- 93

NOTE- 185p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)

DESCRIPTORS- Discovery Learning; Elementary Secondary Education; Fused Curriculum; Higher Education; \*Humanities Instruction; \*Integrated Activities; \*Interdisciplinary Approach; Language Arts; Language Role; \*Science Instruction; \*Writing Instruction

IDENTIFIERS- Knowledge Acquisition

This book probes the possibilities of interdisciplinary learning and integrated curriculum through the structuring and expressive powers of language. The 15 essays in the book explore the issues of bridging the gap between the two cultures of science and humanities, demystifying science for learners, teaching students to construct and explain their own knowledge, integrating science and humanities with society, and creating a language base for learning. After a prologue entitled "Little Children Lead the Way" (Adrian Peetoom), essays in the book are: "Making Things Visible" (Karen Gallas); "Integrating Language Arts and Math in the Primary Curriculum" (Jane Moore and others); "Talking about Babies and Ice Cubes: What Children and Teachers Do with Ideas and Language" (Mary H. Maguire and Lila F. Wolfe); "Creating Stories about Science through Art, Literature, and Drama" (Linda Prentice and Patricia Tefft Cousin); "When Decades Collide: An Interdisciplinary Approach to Research and Technology" (Kathy Mathers); "Students and Their Teachers Talking in the Middle School Science Classroom: What Does Their Discourse Mean?" (Pamela Sissi Carroll and Alejandro J. Gallard); "Science and Society: Escape to the Real World" (Betty Carvellas and others); "Bridging the Gap between 'The Two Cultures'" (Erica Jacobs); "From Tourist to Storyteller: Reading and Writing Science" (Dawn Abt-Perkins and Gian Pagnucci); "Teaching on the Frontier: Language and Science" (David E. Goodney and Carol S. Long); "Spiders, Fireflies, and the Glow of Popular Science" (Roy F. Fox); "When

College composition instructors have the opportunity to take a step toward meeting the needs of a pluralistic society by defining a developmental writing curriculum that incorporates the same strategies that characterize the mainstream writing classroom. The "cognitive deficiency model" that characterizes most instruction in developmental writing classrooms arose out of the experience of high attrition rates following the influx of unprepared minority students and working class students in the 1960s. Ironically, the model emerged not only as higher education was becoming more pluralistic but also as scholars were advocating a shift from a product-oriented, bottom-up model of composition instruction to a process-oriented, top-down model. Beginning in earnest in the mid 1970s, a wave of non-European immigration has increased markedly the number of nonnative English-speaking students in composition classes. Although their language skills are not equal to those of native speakers, most of these English-as-a-Second-Language (ESL) students cannot be classified as limited English proficient. Once in developmental writing classes, they face obstacles related to the cognitive deficiency model and a pedagogy that focuses on subskills rather than writing. Directors of composition programs must provide the stimulus to modify existing curricula and methods. Teachers need to devise and implement a standardized curriculum that is congruent with the theoretical approach the director sets for the program, a standardized curriculum that emphasizes the fundamental similarities among students striving to become better writers. (RS)

ED 359 559

CS 213 953

Braine, George  
ESL Students in Freshman English: An Evaluation of the Placement Options.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Basic Writing; College Freshmen; \*English (Second Language); English Departments; English Instruction; \*Foreign Students; \*Freshman Composition; Grouping (Instructional Purposes); Higher Education; Instructional Innovation; \*Mainstreaming; Student Needs; \*Student Placement

IDENTIFIERS- Nonnative Speakers

When English-as-a-Second-Language (ESL) students were few and far between at college, they were absorbed into regular Freshman English courses designed for, and dominated by native speakers. However, it appears that ESL students are best served by placing them in classes specially designed for their needs, rather than mainstreaming them or placing them in basic writing classes. Despite more than a decade of research on ESL writing which points to the disadvantages of mainstreaming, it still appears to be the most common placement option. ESL and basic writers share certain characteristics; however, ESL writers often are fluent writers in their first languages and academically superior students. ESL students and basic writers also differ in their learning strategies. ESL students placed in basic writing courses might infer that they are being penalized for being culturally and/or linguistically different.

\*Language Aptitude; \*Language Research; \*Sex Differences; \*Sex Role; \*Sex Stereotypes; Total Communication  
IDENTIFIERS- Gender (Language)

To examine the link between deaf children's language abilities and their knowledge of, attitudes toward, and self-endorsements of cultural gender stereotypes, 46 deaf children between the ages of 5 and 12 years were given measures of gender-related attitudes, knowledge, and self-interests. Teachers were asked to rate children's ability with signed and oral communication and their relative reliance on the two systems. Results showed that deaf children are highly knowledgeable regarding cultural gender stereotypes from an early age and that this knowledge is independent of language ability. Findings also suggest that gender-related attitudes develop independently of language ability. Language ability is, however, related to deaf children's gender-related self-endorsements, in that those children rated as having lower language abilities were more likely to endorse masculine occupations and activities. Further research should explore the possibility that linguistic ability is important in the dissolution of stereotypes, and should consider the relative contributions of verbal and nonverbal sources to gender stereotypes. (HB)

ED 359 577

CS 508 215

As They Liked It: The Tragical-Comical-Pastoral Drama of Elizabethan Theatre. Curriculum Projects. The Huntington Theatre Company's Master Works Study in Shakespeare.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Feb 93

NOTE- 422p.; Some of the handwritten and photocopied materials have several reproducibility problems.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; \*Drama; \*Dramatics; High Schools; Learning Activities; Lesson Plans; Teaching Methods; Units of Study

IDENTIFIERS- Elizabethan Drama; \*Shakespeare (William)

Developed by the participants of the Huntington Theatre Company's Master Works Study in Shakespeare, this collection presents single lesson plans and unit plans for teaching Elizabethan drama. The collection presents 12 lesson plans (spanning one or a few days of instruction) and 15 unit plans (ranging over several weeks) suitable for secondary school students of varying ability levels. "Hamlet," "Romeo and Juliet," and "Julius Caesar" each are the subject of several of the lesson plans and unit plans. (RS)

ED 359 578

CS 508 217

Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 91

NOTE- 134p.; Some of the material may not reproduce legibly due to faint or broken type.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Disadvantaged; Disadvantaged  
Environment; \*Educational Assessment; Educational Change;  
Educational Improvement; \*Educational Quality; Elementary  
Education; Elementary Schools; Elementary School Students;  
\*Outcomes of Education

IDENTIFIERS- \*Austin Independent School District TX; \*Priority  
Schools

In spring 1987, the Austin School Board approved the current student assignment plan that returned most elementary students to neighborhood schools and created 16 predominantly minority schools with most students from low-income families. A 5-year plan implemented in each of the 16 schools contained the following components: full-day prekindergarten; a lowered pupil-teacher ratio at all grade levels; innovative funds; extra support staff; extra central-office support; and extensive first-year staff development. Findings indicate that the Priority Schools program created extensive changes in the 16 elementary schools. Each school has achieved success or is moving toward success in one or more areas. Although all schools demonstrated improvement, most have not demonstrated enough. None showed consistent achievement at the district average level. Thirteen schools utilized Chapter 1 improvement plans and five were unable to continue because their gains were not strong enough. The Priority Schools program is not a quick fix and is different for each school. Six figures and statistics summarizing priority schools' achievement are included. (LMI)

ED 359 598

EA 024 949

Wilkinson, L. David; And Others

Distributive Information Systems for Campuses (DISC): Going Where  
No Profile Has Gone Before.

PUB DATE- Apr 93

NOTE- 32p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computers; \*Database Design; \*Database Management  
Systems; Data Processing; Elementary Secondary Education;  
\*Information Dissemination; \*Information Management;  
Information Needs; Information Networks; Information  
Processing; \*Management Information Systems; School Based  
Management

IDENTIFIERS- \*Austin Independent School District TX

This paper describes the first-year results of Distributive Information Systems for Campuses (DISC), a project implemented in the Austin Independent School District (Texas). The goal was to increase the data access and information-generating capabilities of campuses by decentralizing data manipulation functions, while maintaining centralized data processing of major applications. A second project goal was to redesign student, school, and district profiles by consolidating reports into a single, comprehensive report, creating a permanent, online data file. Major outcomes include: (1) design and creation of a new school profile; (2) resolution of a number of issues involving the creation of a large data file and printing a profile report; (3) implementation of an individual student

improve the leadership of superintendents who are engaged in school restructuring and school-based management efforts. SBIP has four major components: a colloquium series; support groups; peer coaching programs; and onsite leadership laboratories. This document highlights the presentations and workshops delivered during 1991-92 colloquium series, which engaged participants in large- and small-group sessions and roundtable interactions. Major themes of the colloquium included: (1) leadership and professionalism; (2) differentiating leadership and management; (3) self-management and leadership; and (4) curriculum reform and the implications for superintendents. The appendix lists advisory committee members. (LMI)

ED 359 618

EA 025 051

Clark, Catherine; And Others

A Decade of Change: Public Education Reform in Texas 1981-1992.  
Special Project Report.

PUB DATE- Feb 93

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Educational Change; Educational Improvement;  
\*Educational Policy; \*Educational Quality; Elementary Secondary  
Education; Governance; \*Policy Formation; \*Public Education;  
Public Schools; State Government; \*State Legislation; State  
Standards

IDENTIFIERS- \*Texas

In 1981, Texas embarked on a 10-year period of educational reform. This report presents findings of a policy research project that documented and analyzed these reforms to serve as a guide for future policy developments. Following the introduction, chapter 2, entitled "Student Reforms," addresses issues of curriculum, assessment and dropout reduction. Chapter 3, on "Teacher Reforms," describes initiatives passed to improve teacher quality and to attract and retain good teachers. Topics discussed in the fourth chapter, concerning governance and accountability reforms, include decentralizing the decision making process, establishing statewide goals and standards, and accrediting school districts (with suitable awards and incentives). are discussed in the fourth chapter. The concluding chapter summarizes the school finance reforms of the past decade and considers the dilemma of how to improve financial equity. Four tables are included. The appendix contains a summary of state educational reform legislation. (Contains 117 notes.) (LMI)

ED 359 619

EA 025 052

Achieving the Vision--1992 Report.

PUB DATE- 93

NOTE- 110p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Educational Improvement;  
\*Educational Quality; Elementary Secondary Education;  
\*Excellence in Education; Foreign Countries; \*Outcomes of  
Education; School Effectiveness; \*State Standards

IDENTIFIERS- \*Alberta

Educational outcomes of the Alberta education system for 1991-92 are presented in this report. Progress toward each of the 13

current educational policies and programs in Texas. The group also took action in the following areas: (1) recommendation to the State Board of Education of a transitional student assessment plan through 1994-95; (2) adoption of a vision of education that focuses on developmentally appropriate instruction and outcomes-driven curriculum and pedagogy; (3) appointment of a Technical Advisory Committee on Assessment and Preparations for One on Developmentally Appropriate Instruction; (4) development of a public process to derive global outcome statements for high school graduates; (5) development of essential content knowledge and skills for all students; and (6) emphasis on group process, critical thinking, and problem solving across the curriculum. Four appendices comprising the greater part of this document contain agendas and minutes of committee meetings, key research documents, a student assessment transition plan, and a list of Technical Advisory Committee members. A civil rights compliance statement is included. (LMI)

ED 359 639

EA 025 075

The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992.

PUB DATE- Jan 93

NOTE- 35p.; For the 1989-90 report, see ED 346 553.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Curriculum Design; \*Curriculum Development; \*Curriculum Evaluation; Elementary Secondary Education; \*Public Schools; State Action; \*State Curriculum Guides; State Legislation; \*State Standards

IDENTIFIERS- \*Texas

In 1981, the Texas Legislature established a systematic structure for the development and implementation of a state curriculum for Texas public schools. This biennial report outlines the state's responses to curriculum-related legislation issues from fall 1990 to fall 1992. The introduction offers a historical review of state legislation that begins with House Bill 246 of the 67th Legislature and includes bills passed by the 72nd Legislature. The second section discusses activities related to the various components of the state curriculum during the years 1991 and 1992. Modifications in the required essential elements of instruction are explained as well as other changes to the State Board of Education rules. Also addressed are changes in the textbook-adoption process and the state's student assessment program. The concluding section makes the point that curriculum success depends on providing inservice teacher training and adequate textbook funding. A civil rights compliance statement is included. (LMI)

ED 359 640

EA 025 077

National Standards: Who Benefits?

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Academic Achievement; Curriculum Evaluation;



the majority of the 112 schools in this district were on a 9-month schedule, etc.); the appeal of new school construction with technological advances; changing educational priorities of the county school board; failure to perceive the cost savings of year-round education; and stipulation by the board that all schools within an attendance area have the same calendar. Recommendations are made that address each of these barriers. Five tables are included. (LMI)

ED 359 660

EA 025 109

White, William D.  
Educational Benefits in Year-Round High Schools.  
PUB DATE- 8 Feb 93

NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993). For a related document, see EA 025 108.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142). Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Extended School Year; \*High Schools; \*Nontraditional Education; \*Outcomes of Education; Quarter System; \*School Schedules; Vocational Education; Year Round Schools

IDENTIFIERS- \*Jefferson County School District CO

This paper describes benefits of year-round education experienced by principals and teachers in 12 secondary schools in Jefferson County, Colorado. The Concept-6 three-track plan, which was implemented for 15 years, resulted in the following benefits: increased learning time and intensity; fifth-quarter enrichment; remedial intersessions; industrial cooperative education; and alternative education. Year-round schooling contributes to a decreased dropout rate and provides all-year counseling, cooperative work experience, school and community services, and improved staff development. Various curriculum sequences are presented. One figure, eight tables, and four sample calendars are included. (LMI)

ED 359 661

EA 025 111

Sandler, Linda; Vandegrift, Judith A.  
Community Service & Service Learning in Arizona: 1993 Evaluation  
Report for Arizona's "Serve-America" Program.

PUB DATE- Jul 93

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; \*Community Coordination; \*Community Services; Dropout Programs; Educational Cooperation; Elementary Secondary Education; \*High Risk Students; Outreach Programs; \*Public Service; \*Volunteers

IDENTIFIERS- \*Arizona

Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Child Advocacy; Coping; Discipline; \*Due Process; Educational Diagnosis; Educational Objectives; Education Work Relationship; Elementary Secondary Education; Handicap Identification; Higher Education; Individualized Education Programs; \*Learning Disabilities; \*Parent Child Relationship; \*Parenting Skills; \*Parent Participation; Self Concept; \*Special Education; Student Placement

Practical information for parents of children with learning disabilities (LD) is presented in a workbook format. Guidelines for effective parenting of LD children are interspersed between checklists and other forms for record keeping, observations, and planning. After a chapter outlining the basic facts about learning disabilities, a chapter is devoted to coping techniques for parents, including discussion of support groups and advocacy. The next chapter is titled "Helping Your Child at Home" and covers self-esteem, extracurricular activities, family involvement, discipline, and interpersonal relationships. A chapter on the LD student at school discusses educational diagnosis, placement, special education and the parents' role. The last section focuses on long-term planning, including vocational guidance, higher education options, and social lives of young LD adults. Appendices list support groups, agencies and other resources, while also providing forms for use in Individualized, Education Program and due process planning. Several glossaries are included; contains 53 selected references. (PB)

ED 359 681

EC 302 241

Ellis, William, Ed.

Their World.

PUB DATE- 93

NOTE- 117p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Child Rearing; College Bound Students; College Preparation; \*Creative Development; Educational Practices; Elementary Secondary Education; Emotional Development; Higher Education; \*Interpersonal Competence; \*Learning Disabilities; Personal Narratives; \*Social Development; \*Student Development

This 1993 edition offers 23 papers on various aspects of learning disabilities, presented in four sections on: (1) social and emotional dimensions of learning disabilities, (2) creative environments for students with learning disabilities, (3) thoughts for parents, and (4) thinking about college. Articles include, among others: "Building Strength through Diversity: Success through Adversity" (Kristen Lidke Finn); "Living with a Learning Disability--Stress and the Learning Disabled" (Helen Ginandes Weiss and Martin S. Weiss); "Improving the Social Competence of Students with Learning Disabilities" (Pam Campbell and Gary N. Siperstein); "Learning Disabled Adolescents and Motivation" (Anthony K. Van Reusen); "School Lives--Social Lives: A School Counselor Speaks" (Mark Rappaport); "Project Apple: A Unique Collaboration Results in Teacher Training That Makes a Difference" (Lenox Reed); "The Inclusive Classroom: Making a Difference" (Michele C. Tamaren); "The Community Service Program at Windward School" (Joan Metsch); "The Dyslexic Learner" (Caroline Janover); "It Is Not a Miracle" (Miriam L. Gerstenblith); "My Brother, My Friend"

considered, followed by a discussion of general practices for communication intervention which stress a functional approach linking assessment and intervention and a multimodal delivery form. Means of facilitating communicative development include creating an optimal communication environment, using the team approach effectively, developing augmentative communication modes, and using compensatory teaching approaches and prompting techniques that bypass the sensory impairment. Recommendations address collaboration between organizations, increasing the number of potential communicative partners, early intervention, utilization of technological advances, and personnel preparation and inservice training. The paper concludes with a list of 52 references and related resources including 20 related articles, 5 assessment tools, 15 monographs and books, 9 video training tapes, 6 organizations, and 8 technological aids. (DB)

ED 359 699

EC 302 259

Duran, Elva

Effective Communication Programming for Language Minority Students with Severe Disabilities.

PUB DATE- May 93

NOTE- 12p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p135-145. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Communication Skills; Elementary School Students; Elementary Secondary Education; \*English (Second Language); \*Language Handicaps; \*Limited English Speaking; Minority Groups; Secondary School Students; Second Language Instruction; \*Severe Disabilities; \*Teaching Methods

IDENTIFIERS- \*Language Minorities

This paper discusses how the classroom participation and communication of language minority students with severe disabilities can be facilitated through the use of many methods based on principles of English-as-a-Second-Language (ESL) instruction. The specific method described include: (1) total physical response, (2) the natural approach, (3) cooperative learning, (4) preview/review method, (4) and making use of cultural information. Suggestions for applying each of the methods to students with severe disabilities are offered and examples are given. (Contains 25 references or suggested resources.) (DB)

ED 359 700

EC 302 260

Reichle, Joe; And Others

Communication Intervention for Persons with Severe and Profound Disabilities: An Overview.

PUB DATE- May 93

NOTE- 57p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p147-200. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

imply that the handicapped label does not influence teachers' attitudes as much as the teachers' perceptions of the students' behaviors do. (Contains 28 references.) (JDB)

ED 359 719

EC 302 281

Butterworth, John; And Others

A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Dec 92

NOTE- 70p.; A product of the Training and Research Institute for People with Disabilities.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Programs; Employment Programs; Human Services; \*Job Development; \*Job Placement; \*Mental Retardation; Multiple Disabilities; \*Physical Disabilities; Program Costs; Program Development; Program Implementation; Severe Disabilities; \*Supported Employment

IDENTIFIERS- Massachusetts (Boston)

This report summarizes the results of a 3-year project in the metropolitan Boston (Massachusetts) area designed to demonstrate job placement and support for individuals with multiple disabilities that include severe physical disabilities and mental retardation. The report summarizes project outcomes, the cost and range of supports that participants received, and issues in the design and implementation of supports for individuals with multiple disabilities. The project placed 11 individuals in 14 jobs, based on a model that emphasizes career planning, job creation, and a broad approach to job site training and support that includes job accommodation and flexible use of a variety of sources of support. The greatest limitation in project implementation was the ability to identify a sufficient number of jobs in a timely way. Appendixes comprise the bulk of the report and contain participant demographic and employment data, a 10-page vocational profile form, a procedure manual for job creation and job restructuring, and a procedure manual for placement planning. (Contains 11 references.) (JDB)

ED 359 720

EC 302 283

McElhaney, Sandra J.; And Others

Children's Mental Health and Their Ability To Learn. Occasional Paper #8.

SPONS. AGENCY- National Mental Health Association, Alexandria, VA.; Prudential Foundation, Newark, N.J.

PUB DATE- May 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Agency Cooperation; \*Child Health; Community Programs; Cooperative Programs; Elementary School Students; Elementary Secondary Education; \*Emotional Disturbances; Human Services; \*Intervention; \*Mental Disorders; \*Mental Health; Models; \*Prevention; Program Development; Public Policy; Pupil Personnel Services; Secondary School Students

Development and enhancing services for children from minority backgrounds; facilitated information exchange among the RRC network and other federally funded technical assistance providers; strengthened RRC services through information exchange, consultation, and training; organized, synthesized, and disseminated knowledge concerning attention deficit disorder; and facilitated the evaluation of technical assistance by RRCs and OSEP. (JDD)

ED 359 740

EC 302 307

A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session.

PUB DATE- Jun 93

NOTE- 651p.; Serial No. 103-G.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adoption; Blindness; \*Child Abuse; Child Welfare; Civil Rights; Deafness; \*Disabilities; Educational Legislation; Elementary Secondary Education; Employment Opportunities; \*Federal Legislation; \*Intervention; Preschool Education; \*Prevention; \*Substance Abuse; Technology; Vocational Rehabilitation

IDENTIFIERS- Crisis Child Care; Office of Educational Research and Improvement

This compilation reprints the texts of 22 federal laws relating to child welfare, especially child abuse prevention and treatment, drug abuse prevention, and education of children with disabilities. The compilation includes: Abandoned Infants Assistance Act of 1988; Act of March 3, 1879 (American Printing House for the Blind); Act of August 12, 1968 (Architectural Barriers Act of 1968); Americans with Disabilities Act of 1990; Anti-Drug Abuse Act of 1988 (section 5051; National Commission on Drug-Free Schools); Child Abuse Prevention, Adoption, and Family Services Act of 1988; Child Abuse Prevention and Treatment Act; Child Abuse Prevention and Treatment and Adoption Reform Act of 1978; Congressional Award Act; Domestic Volunteer Service Act of 1973; Drug-Free School and Communities Act of 1986 (Title V of the Elementary and Secondary Education Act of 1965); Education of the Deaf Act of 1986; Family Violence Prevention and Services Act; Helen Keller National Center Act; Individuals with Disabilities Education Act; Joint Resolution of July 11, 1949 (President's Committee on Employment of People with Disabilities); National Commission to Prevent Infant Mortality Act of 1986; National Environmental Education Act; Rehabilitation Act of 1973 (including Title IV, the Employment Opportunities for Individuals with Handicaps Act); Social Security Act (selected provisions); Technology-Related Assistance for Individuals with Disabilities Act of 1988; and Temporary Child Care for Children with Disabilities and Crisis Nurseries Act of 1986. An appendix reprints sections of laws authorizing the establishment of the Office of Educational Research and Improvement. (JDD)

ED 359 741

EC 302 308

Ferguson, Dianne L.; And Others

Regular Class Participation System (RCPS). A Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.

directness/indirectness that the text producer adopts toward the reader. (Author/JP)

ED 359 763

FL 020 828

Evensen, Lars Sigfred

A Sense of Relief: Backgrounding in Argumentative Student Writing.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Discourse Analysis; Foreign Countries; Grade 8; Grade 9; Language Patterns; Linguistic Theory; \*Persuasive Discourse; Program Descriptions; Secondary Education; \*Secondary School Students; \*Writing (Composition)

IDENTIFIERS- Nordwrite Project; Norway

This article presents two developmental studies of discourse patterns in student writing. Results from two projects are presented: (1) the NORDWRITE project (1986-1989; Norwegian argumentative material from grades eight and nine) and (2) a comparison of argumentative writing in grades eight and nine with foreign language argumentative writing at the same grade levels. Within a hierarchical discourse framework, it is argued that the theory of grounding may be used to develop functional interpretations of formal developments. The two studies suggest that the essential writing development at secondary educational levels may be characterized by emerging discourse structures at low superstructural levels. Findings also suggest that patterns of development are similar in first- and foreign-language writing. (Author/JP)

ED 359 764

FL 020 829

Ventola, Eija

Text and Reference.

PUB DATE- Apr 92

NOTE- 14p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Characterization; English for Academic Purposes; Finnish; Foreign Countries; Grammar; Instructional Materials; Linguistic Theory; Second Language Instruction; Second Language Learning; Teaching Methods; \*Text Structure; Uncommonly Taught Languages

IDENTIFIERS- \*Referential Communication; \*Referents (Linguistics)

This article discusses the system of reference as one of the linguistic systems operating in English texts. It introduces reference systems as systems that code cohesive dependency relationships between entities in texts. References in texts are treated as ways of introducing and keeping track of text participants. The cohesive operation of referential systems and their realizations are exemplified in academic texts. Native writers rarely have difficulties in realizing referential choices, but non-native learners of English often do not fully comprehend the functions of reference items in texts; their use of such reference items as articles is not systematic and may lead to misunderstandings and obscure the intended meanings. The article offers some explanations of the problems

Notes on Linguistics, 1990.

PUB DATE- 90

NOTE- 267p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- American Indian Languages; Bibliographies; Book Reviews; Case Studies; Chinese; \*Computational Linguistics; Dictionaries; Editing; Indo European Languages; \*Language Research; \*Linguistic Theory; Phonology; Second Language Learning; Sociolinguistics; Technical Writing; Uncommonly Taught Languages; Verbs

IDENTIFIERS- Causatives (Grammar); Microsoft Word; Predicate Grammar

This document consists of the four issues of "Notes on Linguistics" published during 1990. Articles in the four issues include: "The Indians Do Say Ugh-Ugh" (Howard W. Law); "Constraints of Relevance, A Key to Particle Typology" (Regina Blass); "Whatever Happened to Me? (An Objective Case Study)" (Aretta Loving); "Stop Me and Buy One (For \$5...)" (Tony Naden); "Editing the Shipibo Dictionary According to Merriam Webster Style" (Dwight Day); "The Relationships Between Predicates" (Ursula Wieseemann); "Computing in Linguistics: Using Tables in Microsoft Word" (Bryan L. Harmelink); "An Appeal for Examples to Guide CADA Development" (David J. Weber); "Idiom Discovery Procedures" (Darryl Wilson); "Readable Technical Paragraphs" (Charles Peck); "A Typology of Causatives, Pragmatically Speaking" (Nancy Bishop); "Using FIESTA to Find the Context for Words in a List" (Eugene Loos, Dan Tutton); "Instead of the Cult of Personality" (Derek Bickerton); "Another Language Learning Course" (Harriet Hill); "Using Bookmarks as Cross References in Word" (Bryan Harmelink); "Computer Training at SIL Schools" (Geoffrey Hunt); "Using SHOEBOX in a Linguistic Field Methods Course" (Ginger Boyd); "Primer Formatting with Microsoft Word" (Bryan Harmelink); "How to Compile and Edit a Bibliography" (Alan C. Wares); and "Researching Quote Styles" (Ursula Wieseemann). (LB)

ED 359 785

FL 021 266

Cernik, Jiri

Czech Grammar.

PUB DATE- 92

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adjectives; Adverbs; Alphabets; Capitalization (Alphabetic); Consonants; \*Czech; \*Grammar; Language Patterns; Nouns; Numbers; \*Phonology; Pronouns; \*Pronunciation; \*Second Language Learning; Standard Spoken Usage; Syllables; \*Syntax; Uncommonly Taught Languages; Verbs; Vocabulary; Vowels; Written Language

IDENTIFIERS- Diphthongs; Interjections (Grammar)

The grammar is designed to be used as a reference for addressing structural problems in Czech. The guide is organized into 11 chapters. The first describes the pronunciation of written Czech and explains spelling conventions. Aspects of the language covered here include the alphabet, arrangement of words in the dictionary, vowels, diphthongs, consonants, syllables, word pronunciation, and capitalization of words. The

the past 24 hours; (2) to sort their logs into vocational and social uses of numbers; (3) to identify the numeracy needed by their students in their working lives; and (4) to analyze three or four vocational tasks into their basic numeracy components. Tutors also were made aware of the barriers faced by their students, such as the language used to perform calculations and the difficulties students may have in handling formal mathematical techniques. Finally, tutors were taught common mathematical errors and presented with samples of some of the teaching materials available. (KC)

ED 359 327

CE 063 355

Drummond, Lois

Flexible Delivery of Adult Literacy and Basic Education Programs.

SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).; Victoria Training Board, Melbourne (Australia).

PUB DATE- 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; \*Adult Reading Programs; Case Studies; Delivery Systems; \*Distance Education; Foreign Countries; Group Instruction; \*Literacy Education; Program Costs; Program Development; Program Implementation; Questionnaires; Regional Programs; \*Rural Education; Staff Development; \*Teleconferencing; Tutors; Volunteers

IDENTIFIERS- Audiographics; \*Australia (Victoria)

A study examined flexible delivery modes that could be used to provide adult literacy and basic education (ALBE) to students in rural areas of Victoria, Australia. Telephone interviews were conducted with 29 students and 20 tutors and administrators involved in community-based programs, the 3CCC Airwaves Learning radio program, and off-campus tutoring arrangements. Factors identified as barriers to delivery of ALBE to students in rural areas included the following: limited program funding, lack of infrastructure to support innovative provision, difficulty of predicting student numbers in advance, and lack of advocacy from ALBE students. Flexible modes of delivery, especially audioconferencing (teleconferencing) and audiographics, were deemed effective in ensuring equal access to group provision and its benefits for students isolated due to distance or social/economic factors. A cost analysis established that audioconferencing programs giving students access to group tuition are a costly program delivery mode; however, the alternative is the absence of group provision. Minimizing the number of delivery sites and increasing the number of students at each site were recommended as strategies for reducing costs. The student and tutor interview questions are appended along with 1991 ALBE statistics and a case study of an ALBE audiographic conferencing numeracy class. Contains 20 references. (MN)

ED 359 328

CE 063 426

Koehnen, Timothy, Ed.; Cristovao, Artur, Ed.

New Focuses on European Extension Education: The Issues.

Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).

PUB DATE- 93

NOTE- 320p.

LANGUAGE- English



LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education;  
\*Distributive Education; \*Job Skills; \*Marketing; Occupational  
Information; Postsecondary Education; Program Development;  
Program Evaluation; Program Guides; \*Program Implementation;  
Secondary Education; State Programs; Statewide Planning

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a marketing education program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for marketing and distribution, professional organizations, and organizations providing support services. The final section lists the following instructional resources: a contact for information on a test item bank; sources of print and audiovisual materials and software; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 346

CE 063 943

Natural Resources and Forest Ecology. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 91

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Agricultural Education; Behavioral Objectives;  
Competency Based Education; \*Conservation (Environment);  
Conservation Education; \*Ecology; \*Forestry; \*Job Skills;  
\*Natural Resources; Occupational Information; Performance;  
Postsecondary Education; Program Development; Program  
Evaluation; Program Guides; \*Program Implementation; Secondary  
Education; State Programs; Statewide Planning; Vocational  
Education

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a natural resources and forest ecology program. Program content is presented first. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of

This nine-chapter monograph deals with the purpose and context of basic education, starting with the basic learning needs that education must meet. Chapter 1 focuses on the rationale for education for all. Chapter 2 explores the interplay between the educational process and culture, including the complex issues associated with language. Chapter 3 considers the implications of new and broader concepts of literacy in designing strategies to reach adult learners. The impact of scientific discovery and technological change on learning needs and on the content and processes of basic education to meet those needs are examined in Chapter 4. Chapter 5 takes a closer look at the relationship of education and training to economic and social development including the world of work. Chapters 6, 7, and 8 focus on three major educational components that can affect the quality of life and that deserve space in basic education programs: environmental education, population education, and health education. The final chapter draws attention to some of the main questions that will have to be addressed in the areas of cultural maintenance and development, language policy, achieving adult literacy, preparation for life in an increasingly technological world, and quality of life. The World Declaration on Education for All is appended. (YLB)

ED 359 363

CE 063 977

Fordham, Paul

Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990).

Monograph II. Roundtable Themes II.

PUB DATE- 92

NOTE- 89p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs I-III, see CE 063 976-978.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - General (140)

DESCRIPTORS- \*Access to Education; \*Adult Basic Education; Adult Programs; Community Involvement; Developing Nations; \*Distance Education; Early Childhood Education; Early Intervention; Economic Development; Educational Improvement; Educational Research; \*Family Involvement; Foreign Countries; \*Nonformal Education; Primary Education; Research Needs; Sex Discrimination; \*Sex Fairness; Social Development; Womens Education; Youth Programs

This seven-chapter monograph elaborates on five components of an expanded vision of basic education. It presents material that deals with aspects of these components: universalizing access and promoting equity, focusing on learning, broadening the means and scope of basic education, enhancing the environment for learning, and strengthening partnerships. Chapter 1 gives an overview of the expanded vision. Chapter 2 focuses on four areas concerning the education of women and girls: advantages of ensuring that they do receive their fair share of education; the gender gap and the reasons why it exists; gender, literacy, and cultural differences; and efforts to overcome the problems. Chapter 3 deals with two interrelated means of enhancing the environment for learning: early childhood care and education and health and nutrition in education. Chapter 4 presents strategies and measures to improve the quality of primary education and enhance learning achievement of pupils. Chapter 5 discusses two other delivery systems: nonformal education and distance education. Chapter 6 focuses on participation and communication at grassroots level as well as the potential role

nontraditional career preparation programs were compared to those of childless students enrolled in comprehensive high schools. The single parents and students enrolled in nontraditional programs expressed higher levels of math anxiety than did their childless counterparts enrolled in traditional career preparation programs. Level of math anxiety was significantly related to the following variables: age, parental status, marital status, race, income level, mother's occupation, and previous mathematics courses taken. Female students did not have higher levels of math anxiety than males until the late junior high school/early high school period, at which time females begin exhibiting more math anxiety than their male counterparts. Students whose mothers were not employed outside the home exhibited the lowest levels of math anxiety, thus confirming the importance of home participation and support to success in mathematics. (Twelve tables and the survey questionnaire are included. Contains 11 references.) (MN)

ED 359 381

CE 064 012

Bernstein, Joan D.; And Others  
Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3.

PUB DATE- 92

NOTE- 6p.; For the full report summarized here, see CE 064 011.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Attitude Change; Change Strategies; \*Demography; Ethnic Groups; Females; High Schools; \*High School Students; \*Mathematics Anxiety; Racial Differences; Sex Differences; State Surveys; \*Student Attitudes; Vocational Education

IDENTIFIERS- New Jersey

One of four research projects designed to examine barriers to the entrance of women into the workforce, the study described in this bulletin examined the feelings of math in students in single parent and nontraditional career preparation programs in relation to selected demographic characteristics. Survey instruments consisting of a brief math test (to evoke feelings of math anxiety in students prone to them) and an attitude scale were administered to 1,152 students in vocational-technical and comprehensive schools in 12 New Jersey school districts. At age 12, males felt slightly more math anxiety than females did. By age 14, however, females were more anxious about math than males were. The feelings of math anxiety expressed by females were consistently higher than those of males until age 19. As they aged, students of both sexes became significantly less anxious about their math abilities. Males in the African-American, Hispanic, Asian, and Native American groups exhibited high levels of math anxiety, as did females in the African-American and Hispanic groups. Math anxiety was significantly lower among students of both sexes who had completed college preparatory mathematics, algebra (I and II), and geometry. Actions recommended for confronting math anxiety included asking math instructors to conduct a self-assessment of gender and ethnicity disparities in the classroom, starting a math club for females, and learning the visualization technique of anchoring. (Contains 12 references.) (MN)

ED 359 382

CE 064 013

Reilly, Linda B.; And Others  
Study To Examine Student Knowledge and Attitude toward Nontraditional Careers.

(141)

DESCRIPTORS- \*Adult Basic Education; Adult Literacy; \*Daily Living Skills; Economically Disadvantaged; \*Homeless People; Housing Needs; Job Placement; Job Training; Literacy Education; National Programs; Poverty; \*Program Effectiveness; Program Evaluation; \*State Programs; Unemployment; Welfare Recipients; Womens Education

IDENTIFIERS- \*Adult Education for the Homeless Program

As in the first year of the Adult Education for the Homeless (AEH) Program, a majority of second- and third-year projects tended to focus on either delivery of services in urban areas or on a statewide approach. A few states continued an approach that resulted in service primarily to women. The number of homeless adults served in year 2 increased 60 percent over year 1 but then declined in year 3 for two reasons: some "high number" states did not receive year 3 funds and projects using year 3 funds placed priority on program quality over numbers served. The largest number served were between the ages of 25-44 and were males, although females predominated in eight states in the third year. The single largest population served continued to be white. Of a total staff of 2,000 in year 2, 50 percent were volunteers. For year 3, 57 percent of the total staff of 1,370 were volunteers. Barriers to success in both years included the following: participants who left a shelter or moved away from the program area, shelter limitations, existential factors, and program limitations. Program elements that promoted success were additional funding sources, coordinated services, and program locations. Instructional elements that promoted success included life planning, family literacy, stress management, and mastery of instruction in small, self-contained units. Recommendations were made for improvement in the areas of instructional program, staff training, evaluation, and program support. (YLB)

ED 359 401

CE 064 050

H.R. 996--Veterans Education Outreach Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, First Session.

PUB DATE- 25 Mar 93

NOTE- 91p.; Serial No. 103-6. Portions contain small print.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*College Programs; \*Educational Needs; Educational Trends; Federal Legislation; Federal Programs; Hearings; Higher Education; \*Student Financial Aid; \*Student Recruitment; \*Veterans Education

IDENTIFIERS- Congress 103rd; \*Veterans Outreach Education Program

This document records the oral and written testimony of representatives of veterans' groups and of the Department of Veterans Affairs at a congressional hearing on H.R. 996, the Veterans Education Outreach Program. That bill would continue funding for the program, which helps recruit veterans to receive the college education to which they are entitled and pays colleges \$100 for each eligible veteran that the colleges recruit. The testimony was highly supportive of the program and favored increasing the number of colleges that have recruiting offices for veterans, funded through this program. The document also contains the text of the bill, statements from the Paralyzed Veterans of America and the Blinded Veterans Association, and questions and answers of witnesses. (KC)

This program guide is intended for the implementation of a dental assisting program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for dental assisting courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides a test item bank and information on the following: facilities, equipment and supplies, and safety; program implementation (accreditation, student admission requirements, student learning guide, and student organizations) teacher professional development and professional organizations; and instructional resources (a list of 20 print materials, 20 reports in the ERIC database, 9 audiovisual aids, 2 journals, 10 publishers, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

ED 359 420

CE 064 106

Dental Hygiene. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 4vp.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Allied Health Occupations Education; Articulation

(Education); Behavioral Objectives; Career Development; Check

Lists; Classroom Techniques; Competence; Competency Based

Education; \*Dental Hygienists; Educational Resources; Entry

Workers; Job Skills; Postsecondary Education; Program Guides;

\*Program Implementation; Secondary Education; State Standards;

Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This program guide is intended for the implementation of a dental hygiene program in Florida secondary and postsecondary schools.

The program guide describes the program content and structure,

provides a program description, describes jobs under the

program, and includes a curriculum framework and student

performance standards for dental hygienist courses. The

curriculum framework outlines major concepts and content,

laboratory activities, program specifics, and intended

outcomes; the student performance standards guide lists each

standard and the behaviors expected to show mastery of each

standard. The guide also provides a test item bank and

information on the following: facilities, equipment and

supplies, and safety; program implementation (accreditation,

student admission requirements, student learning guide, and

student organizations); teacher professional development and

professional organizations; and instructional resources (a list

of 150 print materials, 7 reports in the ERIC database, 5

audiovisual aids, 7 journal articles, and the Florida

Educational Information Service with a list of its services.)

Appended to the program guide is a sample student learning

center on issues of suicide and tragic events. At the high school level, a section on crisis counseling is added, along with a section on information. The system support sections focus on management activities, consultation, community outreach, and public relations. The job description sections provide a job outline and evaluations. Each school level section concludes with appended materials appropriate for that section. (NB)

ED 359 441

CG 024 904

Scherer, Martha E.; Kimmel, Ellen  
Modifying Teachers' Attributions: An Education-Consultation Approach.

PUB DATE- 26 Mar 93

NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; \*Attitude Change; \*Attribution Theory; \*Change Strategies; \*Consultation Programs; Elementary School Teachers; Elementary Secondary Education; Lecture Method; Locus of Control; Modeling (Psychology); Role Playing; Secondary School Teachers; Student Motivation; \*Teacher Attitudes; Teacher Role; Workshops

While most of the existing literature on attribution retraining focuses on children's attributions for academic or achievement related tasks, teachers' attribution styles also are an important target for modification. This study was conducted to investigate the effectiveness of a 1-day training workshop designed to significantly alter teachers' attribution styles toward greater optimistic patterns. Fifty-two teachers participated in the 1-day attribution retraining workshops. Retraining methods were lecture, modeling, and role play. Attribution styles were assessed with pretest and posttest administrations of the Attribution Style Questionnaire (ASQ) and the Teacher Attributions for Academic Performance Scale (TAAPS). Following workshop participation, ASQ composite negative scores were significantly decreased and positive scores were significantly increased ( $p .005$  and  $p .01$ , respectively). These changes reflected increased levels of optimism on the part of workshop participants. No meaningful changes in scores were observed on the TAAPS. Weak, but statistically significant correlations ( $p .05$ ) were found for posttest composite ASQ scores with TAAPS composite internal scores. The changes in ASQ scores were in the hypothesized direction and reflected enhancement of attribution styles thought to facilitate student motivation and achievement. (Author/NB)

ED 359 442

CG 024 905

Cassidy, Margaret L.; Warren, Bruce O.  
Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families.

PUB DATE- Nov 92

NOTE- 30p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

perceptions. (NB)

ED 359 461

CG 024 925

Marcus, Carol E., Ed.; Swisher, John D., Ed.  
Working with Youth in High-Risk Environments: Experiences in  
Prevention. OSAP Prevention Monograph-12.

PUB DATE- 92

NOTE- 220p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Adolescents; \*Alcohol Abuse; Alcohol Education; \*At  
Risk Persons; Children; \*Drug Abuse; Drug Education; Elementary  
Secondary Education; High Risk Students; \*Prevention; \*Youth  
Programs

This report focuses on prevention programs developed with support from the Office for Substance Abuse Prevention's (OSAP) High-Risk Youth Demonstration Grant Program. Included are an Introduction (Eric Goplerud and others) and the following reports: (1) "Athletes Coaching Teens for Substance Abuse Prevention: Alcohol and Other Drug Use and Risk Factors in Urban Middle School Students" (Albert Farrell and others); (2) "Adolescent Substance Prevention Education Network: A Rural-Based Pilot Program for Preventing Alcohol and Other Drug Use Among Pregnant Adolescents" (Tess Ford and Paul Sarvela); (3) "Lakeview Comprehensive Youth Services Project: Characteristics of Youth in High-Risk Environments" (William Southwick and Sharon Zahorodnyj); (4) "An Early Intervention Study of Delinquent Adolescents Using Alcohol and Other Drugs" (Arlene Utada); (5) "A Profile of High-Risk Young Women in the Girls Clubs of America's 'Friendly PeerSuasion' Project" (Dolores Wisdom); (6) "Adolescent Profile Form Developed for the Cumberland Day Treatment Program" (Gregory Coleman and Jack Sarmanian); (7) "'But Will It Play in Peoria?': The Problem of Technology Transfer in Alcohol and Other Drug Use Prevention Programs" (Steven Danish and others); (8) "Evaluation of Alcohol and Other Drug Use Prevention Programs With Mexican-American Youth" (Philip Hall and Martha Reyes); (9) Designing Evaluation Models to Assess Primary Prevention and Cultural Change: An Evaluation Report of the Leadership Project" (John Terry and others); (10) "Issues of Retention in Working With High-Risk Youth" (Candyce Berger and others); (11) "The Development of a University Early Intervention Program for Preventing Alcohol and Other Drug Use: The Challenge to Higher Education" (Roberta Blotner); (12) "Innovation and Bureaucracy at Odds: Consternation and Resolution" (Thomasina Borkman and others); (13) "Training Teachers To Integrate Prevention Concepts Into the Primary Curriculum" (Leah Koenig); (14) "Partnership in Prevention: Overcoming Barriers and Hurdles" (Sharon Weaver and Frances Young); (15) "Effects of Primary Prevention on Attitudes and Alcohol and Other Drug Use with At-Risk American-Indian Youth" (Joe Conner and Carol Nice Conner); (16) "Prevention and Early Intervention through Peer Support Retreats" (Peggy Glider and others); (17) "The Smart Leaders Booster Program: A Pennsylvania State University and Boys Clubs Prevention Project" (Tena St. Pierre and others); and (18) "Impact: An Early Intervention Demonstration Project" (Steven Ungerleider and Barry Caudill). (NB)

ED 359 462

CG 024 926

Ashery, Rebecca S., Ed.  
Program Development for Community AIDS Outreach. Clinical Report

employment. For males, post-retirement employment income, attitude toward retirement, and financial drain yielded the best predictive equation. Interestingly however, financial drain was not a significant predictor of post-retirement employment among the female respondents, and only post-retirement employment income and attitude toward retirement were significant. Implications of these findings are discussed. (Author)

ED 359 481

CG 024 945

R. I. Caregivers. Caring: A Training Program for Family Caregivers.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.

PUB DATE- 87

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Aging (Individuals); Coping; \*Family Caregivers; Family Role; Frail Elderly; Interpersonal Communication; Older Adults; Stress Variables; \*Training

IDENTIFIERS- \*Rhode Island

This document presents a training manual to help caregivers who provide care to older family members and friends at home. The program, which offers a practical approach to caregiving and a realistic view of the aging process, is intended to clarify the problems confronting caregivers of older people, serve as a basic source manual for training current and future caregivers of older people, and provide resource information that can be continually changed and updated to meet the needs of caregivers throughout Rhode Island. Designed to be used as part of a group teaching format, this manual is divided into five parts which can be presented in five 4-hour sessions. Included is the basic information needed to conduct each session, as well as group exercises and questions for discussion. Part I provides an introduction to aging and caregiving. Part II focuses on communication. Part III looks at the emotional and psychological aspects of aging and caring, including reactions to change and loss, and talking about death. Part IV discusses physical and medical concerns, normal aging, how an older person should be evaluated, functional abilities, and common medical problems (memory loss/confusion, falls, incontinence, and managing medications). Part V suggests techniques for coping with caregiving. A personal care guide and a variety of handouts for caregivers are appended. (NB)

ED 359 482

CG 024 946

Aguinis, Herman; And Others

The Persuade Package Hypothesis: Further Evidence for an Influence Tactics Schema.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (64th, Arlington, VA, April 16-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication (Thought Transfer); \*Decision Making;



Elementary Secondary Education; \*Holistic Approach; Secondary School Teachers; \*Teacher Behavior; \*Teacher Role; Teacher Student Relationship; Teaching Styles  
IDENTIFIERS- Reflective Teaching; Teachers Knowledge; \*Teacher Writing

Intended for teachers, the articles in this book examine some of the uncertainties and problems that practicing teachers encountered when moving from a traditional to a holistic perspective in their teaching. The book shares the questions, the conflicts the teachers have undergone, and the change in beliefs that are part of becoming a learner-directed teacher. Articles in the book are: "Finding Our Own Way" (Judith M. Newman); "Learning in a Whole Language Classroom" (Albert Layton); "A Teacher Learns How" (pat kidd); "'Herb's Revenge'-- Writing Our Own Play" (Christine Clark); "Learning from Christopher" (Chris Trussler); "Why Teachers Must Be Writers" (Murray Wickwire); "Simply, 'Margot'" (Beth Valentine); "Who Should Have Control?" (Evelyn Bent); "But You Haven't Done Any Research" (Janet Ripley); "Looking Back" (Fred Williams); "Creating a Climate of Affirmation: Education beyond Fear" (Marion Anderson); "That First Year Back" (Florence Kanary); "Looking for Mistakes That Make a Difference" (Roberta Jones); "Side by Side" (Margot Shutt); "What Denise Tried to Show Me" (Linda Christian); "Celebrating Growth" (Nancy Anthony); "Why Didn't This Chicken Cross the Road?" (Brian MacDonald); "Dear Mrs. Gillon" (Jan Gillin); "A Belief System under Siege" (Michael Coughlan); "Fear, Risk, and Change: Reflections on a Year as Learner" (Beverly R. Boone); "Time for Change" (Sumitra Unia); "I Don't Know Enough French!" (Janice L. Clarke); "A Letter to the Principal" (Linda Cook); and "The Key" (Fred Williams). (RS)

ED 359 500

CS 011 355

Goodman, Kenneth S., Ed.; And Others  
The Whole Language Evaluation Book.

PUB DATE- 89

NOTE- 295p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020), Books (010)

DESCRIPTORS- Adult Education; Classroom Environment; Elementary Secondary Education; Evaluation Methods; Reading Writing Relationship; Second Language Learning; Special Education; \*Student Evaluation; Teaching Experience; Theory Practice Relationship; \*Whole Language Approach

IDENTIFIERS- Alternative Assessment

Intended for teachers from kindergarten through adult education and for administrators, this book demonstrates how teachers have created environments that facilitate whole language evaluation. Articles in the book discuss strategies used in evaluating students' growth across many curricular areas, including reading, writing, and second language growth, and suggest alternatives to standardized tests in mainstream, resource, and special education programs. Articles in the book are: "Evaluation of Students: Evaluation of Teachers" (Yetta M. Goodman); "The Art of Teaching: Evaluation and Revision" (Lois Bridges Bird); "'If the Teacher Comes Over, Pretend It's a Telescope!'" (Wendy J. Hood); "Evaluation in a Classroom Environment Designed for Whole Language" (Robert Wortman and Myna Matlin Haussler) "'Asi No Se Pone Si' (That's Not How You Write 'Si')" (Rene Galindo); "Whole Language, Texas Style"

freeze. This freeze caused the English department, which lost 8 professors out of 47 due to professors retiring or taking jobs elsewhere, to be hard hit. While that situation has seen some improvement, class sizes and fewer part-time instructors are difficult problems that are not going away, since it may be 3 more years before funding returns to pre-recession levels. (HB)

ED 359 519

CS 213 904

Wadden, Jerry M.

Language Arts Grades 6-12. Program Evaluation 1992-93. Focus on Program Evaluation 93-144.

PUB DATE- 13 Jul 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum Development; Educational Objectives; Intermediate Grades; \*Language Arts; Program Evaluation; Reading Material Selection; Secondary Education; Staff Development; \*Word Processing; \*Writing Instruction

IDENTIFIERS- \*Des Moines Public Schools IA

The Language Arts Supervisor of the Des Moines, Iowa Independent Community School District is responsible for supervising and coordinating all aspects of the middle and high school language arts program. Aspects of the program include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources. The primary budget expense is \$5,880,574 for the salaries and benefits of 143 language arts teachers. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism. Language arts is taught to all students in a variety of ways so that all of these students are expected to learn and can learn. Increasing numbers of students are doing well on the district objectives-based tests, the composition tests, and the national tests. A community survey conducted in 1990 continues to show the importance the community places upon language arts. The number of students winning awards in language arts--English, drama, forensics, journalism, and speech--continues to grow. The need for computer stations in the classrooms remains the top priority for the future. "Vision 2005" offers Des Moines the challenge of becoming a nationally recognized 21st century school district. (Numerous tables and graphs of data are included.) (Author/RS)

ED 359 520

CS 213 905

Olds, Barbara M.; Miller, Ronald L.

A Model for Professional Education in the 21st Century:

Integrating Humanities and Engineering through Writing.

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Content Area Writing; Course Descriptions; \*Engineering Education; Higher Education; \*Humanities Instruction; Instructional Innovation; \*Interdisciplinary Approach; Models; \*Professional Education; Student Attitudes;

Biology Meets English: Health Sciences in the Composition Classroom" (Bruce Maylath); and "Understanding Technological Risk through Literature" (Judith Laurence Pastore). An epilogue entitled "Dry Bones" (Mike Pope) concludes the book. (RS)

ED 359 539

CS 213 930

Vine, Harold A., Jr.; Faust, Mark A.

Situating Readers: Students Making Meaning of Literature.

PUB DATE- 93

NOTE- 161p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Books (010)

DESCRIPTORS- \*English Instruction; Higher Education; High Schools; Literature Appreciation; \*Reader Response; Student Reaction; Student Writing Models; Writing Research

IDENTIFIERS- Aesthetic Reading; English Teachers; Student Empowerment

Using an approach developed and refined over a combined 44 years of teaching, this book encourages literature teachers at the high school and college levels to empower their students as readers--and meaning-makers--of literature. The book presents results of a research study in which 288 students, ranging from junior high school to graduate school, responded in writing to the same 18-line poem. After an introductory section, the second section of the book presents in full the writings on the poem prepared by a dozen of these students and then examines the students' different approaches to accounting for the general situation of the poem, the particular situation, and the various voices that the students heard in the poem. The third section discusses what disempowers meaning making, what empowers meaning making and how teachers might empower readers in their classrooms. A concluding section presents continuing reflections. (RS)

ED 359 540

CS 213 931

Copeland, Jeffrey S.

Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults.

PUB DATE- 93

NOTE- 140p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Interviews; \*Personal Narratives; \*Poetry; \*Poets; Reader Text Relationship; Writing (Composition); \*Writing Processes

IDENTIFIERS- Author Reader Relationship; Author Text Relationship; \*Writing for Children

Presenting informal interviews, this book opens a window into the writing processes, influences, work habits, and personal backgrounds of 16 poets who write for children and young adults. The interviews in the book provide not only critical discussions of poetry but also ideas about how teachers can help children understand poetry and enjoy writing their own. The poets interviewed in the book share the common belief that poetry for children should be fun, exciting, magical--and the poets disclose widely varied means of achieving this end. Poets interviewed in the book are: Arnold Adoff, Lilian Moore, Mel

Special classes for ESL students are offered at many larger campuses, but there are a number of reasons for not having such classes: (1) lack of sufficient ESL students to justify special classes; (2) special classes may be seen as remedial; (3) special classes could be seen as a form of segregation; and (4) problems in creating a new program. With the help of ESL specialists, English departments should be able to begin special classes for ESL students. Research of the effect of special ESL classes indicates that teachers and students were enthusiastic about the classes. Special classes in Freshman English will provide a sheltered environment for ESL students, allowing them to develop a sense of community with their peers. (Contains 16 references.) (RS)

ED 359 560

CS 213 955

Ralston, Marion V.

An Exchange of Gifts: A Storyteller's Handbook.

PUB DATE- 93

NOTE- 96p.; The Pippin Teacher's Library Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Classroom Environment; Elementary Education; \*Folk Culture; \*Language Arts; Literature Appreciation; \*Oral Language; \*Story Telling; Teacher Student Relationship; Vocabulary Skills; Written Language

IDENTIFIERS- \*Folktales

With accounts of how telling children stories forged a special bond between teacher and child, this book provides practical guidance in the use of storytelling to enhance a language program, improve read-aloud sessions, develop oral and written communication skills, foster an appreciation of good literature, and stimulate the growth of active imaginations and rich vocabularies. Chapters in the book include the following: "The Beginning of the Quest;" "Storytelling in the Language Arts Program;" "A Starter List of Recommended Types of Oral Stories;" "Stories to Read Aloud;" and "Storytelling Activities." The book includes four appendixes: appendix A provides a reading inventory to assist the teacher in evaluating the types of subject matter of most interest to individual students; appendix B presents a full annotated professional bibliography; appendix C provides an annotated list of participation titles and read-alouds for children of various ages; and appendix D presents a list of international folk tales. (SAM)

ED 359 561

CS 213 956

Rishel, Thomas W.

The Well-Tempered Mathematics Assignment.

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Numerous handwritten comments on reproduced pages from student papers are of variable legibility.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Collected  
Works - General (020)

DESCRIPTORS- Class Activities; \*Classical Literature; \*Drama;  
\*Dramatics; \*English Instruction; Grade 8; \*Greek Literature;  
Junior High Schools; Junior High School Students; Learning  
Activities; Lesson Plans; Teaching Methods; Units of Study

IDENTIFIERS- \*Classics (Literature); \*Greece (Ancient); Greek  
Culture

Developed by the participants of the Huntington Theatre Company's  
Master Works Study in Greek drama, this collection presents  
lesson plans and curriculum projects for teaching the master  
works of Greek drama. The collection offers 22 lesson plans or  
curriculum projects (ranging from one day to several weeks)  
suitable for secondary school students of varying ability  
levels. (RS)

ED 359 579

CS 508 218

The Development of the Comic Spirit in 17th Century England from  
James Shirley to William Congreve. Curriculum Projects, April 7-  
June 16, 1992. The Huntington Theatre Company Master Works  
Study in Restoration Comedy.

SPONS. AGENCY- National Endowment for the Humanities (NEAH),  
Washington, D.C.

PUB DATE- 92

NOTE- 153p.; Some of the materials may not reproduce legibly due  
to faint or broken type.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Collected  
Works - General (020)

DESCRIPTORS- Class Activities; \*Drama; \*Dramatics; \*English  
Instruction; Foreign Countries; Grade 8; Junior High Schools;  
Junior High School Students; Learning Activities; Lesson Plans;  
Literary Styles; \*Seventeenth Century Literature; Teaching  
Methods; Units of Study

IDENTIFIERS- Aristotle; \*Classics (Literature); England;  
\*Restoration Comedy

Developed by the participants of the Huntington Theatre Company's  
Master Works Study in Restoration Comedy, this collection  
presents one-day lesson plans and curriculum projects for  
teaching Restoration comedy. The collection offers 15 one-day  
lesson plans and 15 curriculum projects (ranging over several  
weeks) suitable for secondary school students of varying  
ability levels. (RS)

ED 359 580

CS 508 221

Ames, Ina Ruth

Research What You Love--and Get It Published Anyway.

PUB DATE- 30 Oct 92

NOTE- 11p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (78th, Chicago, IL, October 29-  
November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Development; College Faculty; Faculty  
Development; \*Faculty Publishing; Higher Education; \*Publish or  
Perish Issue; \*Research Opportunities; \*Speech Communication;

profile; and (4) provision of some simple applications to schools. Additional progress needs to be made in the areas of providing campus staff training, increasing the hardware on campus, identifying software that campuses can use, and arranging for support personnel. Five figures are included. Attachments include sample profiles, specifications, and a file format for Megafile. (LMI)

ED 359 599

EA 024 950

Paredes, Vicente

School Correlates with Student Persistence To Stay in School.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Persistence; \*Dropout Rate; Dropouts; \*Educational Environment; Educational Improvement; Effective Schools Research; \*Organizational Climate; \*School Effectiveness; School Holding Power; Secondary Education; Student Attrition

IDENTIFIERS- \*Austin Independent School District TX

Findings of a study that examined the relationship between school climate and student persistence are presented in this paper. Two surveys were administered to teachers and students at 10 Austin, Texas, high schools. Three factors of school climate were investigated--teachers as professionals, goals for student learning, and school discipline and management. Findings indicate that schools with positive climates had higher achievement and lower dropout rates. The school climate variables most significantly related to student achievement were teacher expectations for student success and teachers' instructional goals. The findings support the idea that school climate is an important variable in school improvement. Two tables and five figures are included. The appendix contains school-climate survey items by factor. Five figures and two tables are included. (LMI)

ED 359 600

EA 024 951

Holtzman, Wayne H., Ed.

Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992).

PUB DATE- 93

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings

(021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Ancillary School Services; \*Child Development; Community Coordination; \*Community Services; Elementary Secondary Education; \*Family School Relationship; \*Human Services; Outreach Programs; \*School Community Programs; Social Services

IDENTIFIERS- \*Texas

The purpose of the conference reported in this document was to share recent information about the nature and effectiveness of

priority areas set forth in the provincial action plan, "Vision for the Nineties," is described. The ratings were based on the collective judgment of senior Alberta education managers. Information is presented on curriculum; student persistence; education for immigrant, Native children, and disabled children; science achievement; excellence in teaching and schools; equal opportunity; and educational partnerships. Findings indicate that Alberta has a solid education system, but that it can and must be improved. Overall, the system receives a B-, the same rating it received in 1991. Progress is demonstrated by improved student persistence, improved science programs and science achievement, and the growth of partnerships. On the less positive side, Alberta schools have experienced increasing inequities among school jurisdictions, a slight decline in students' basic skills, and concern over mathematics achievement. A contact list for additional information, 22 tables, and 52 figures are included. (Contains 40 references.) (LMI)

ED 359 620

EA 025 053

Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990.

PUB DATE- 90

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings

(021), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; \*Administrator Role; Elementary Secondary Education; \*Leadership; \*School Based Management; \*School Restructuring; \*Superintendents

IDENTIFIERS- \*Massachusetts

This booklet documents the 1990 colloquium for Massachusetts superintendents, Leading the Way. The colloquium program is one of several initiatives of the School-Based Improvement Project (SBIP), which is a partnership between the Massachusetts Association of School Superintendents and the Office of Community Education of the Massachusetts Department of Education. The project seeks to build a professional-development support network among central-office administrators who are involved in school-based management. In the keynote address, "The Paradoxes of Decentralization," Jerome Murphy suggests that we need new images of leadership, that superintendents should promote the common good and utilize management by exception, and that the central office should play a supportive role. The four colloquia sessions address the following issues--communication, decision making, finances, and accountability. Discussion at each colloquium affirmed the centrality of superintendents' leadership in setting the tone for restructuring, providing support for increased creativity and responsibility, and ensuring educational improvement at the school building level. A list of presenters is included. (LMI)

ED 359 621

EA 025 054

Cold, Birgit

Indoor Recreational Places as Glazed Space.

\*Educational Assessment; Educational Improvement; \*Educational Objectives; Educational Policy; Elementary Secondary Education; Federal Regulation; Minimum Competencies; \*Performance; \*Standards

Issues in the debate over national education standards for content and performance are examined in this journal issue. Interviews with three individuals in different areas of education were held, and each is described in narrative style by Anne Turnbaugh Lockridge. The first is with Linda Darling-Hammond, director of the National Center for Restructuring Education, Schools, and Training. She points to other initiatives for improving student achievement, such as equalized school financing and the provision of resources for teacher recruitment and education. In the second interview, Deborah Meier, the principal and co-founder of the Central Park Elementary Schools in New York City, expresses opposition to the standardization of standards. She argues for the "habits of mind" as developed in her schools, and draws from her own years in public education to illustrate her points. The third interview is with William Fernekes, a teacher and department chair at a Flemington, New Jersey, high school, who is currently involved in writing standards for the social studies. He distinguishes his viewpoint on national standards from that of the National Council for the Social Studies (NCSS) and identifies future implementation problems and necessary resources. Finally, a commentary by retiring National Center for Effective Schools (NCES) Director Richard A. Rossmiller points to the importance of effective money management and equity for effective schools. (Contains 13 references.) (LMI)

ED 359 641

EA 025 078

Impact of Educational Reform on Students in At-Risk Situations,  
Phase III: Interim Report. Executive Summary.

PUB DATE- May 92

NOTE- 23p.; For preliminary findings from this study, see ED 337 899.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Persistence; \*Academic Standards; \*At Risk Persons; \*Dropout Rate; Educational Change; Educational Policy; Graduation Requirements; \*High Risk Students; High Schools; High School Students; \*State Standards

IDENTIFIERS- \*Texas

This report presents findings from the 3rd year of a 4-year study of the impact of educational reform on at-risk students in Texas. Specifically, the study examined the effect of four reforms on at-risk students--the attendance policy, the no pass/no play rule, the driver's license law, and the TEAMS/TAAS (Texas Educational Assessment of Minimum Skills/Texas Assessment of Academic Skills) exit-level examination. Methodology involved three components: a longitudinal study of 9th- and 10th-grade at-risk students in 50 school districts; a case study of 8 high schools; and a statewide survey of all high school principals, which elicited an 81 percent return rate. Findings suggest that the four policies do not increase academic achievement or graduation rates, which are the two purposes for implementing the reforms. First, the policies fail to touch many of the students defined as at risk using TEA criteria; and second, they do not influence many unidentified at-risk students who experienced difficulties. Specific policies are perceived to have little impact on regular students, but are viewed as having a neutral or negative impact



projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees; volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data. (Contains 30 references.) (LMI)

ED 359 662

EA 025 112

Bierlein, Louann; Mulholland, Lori  
Charter Schools: A Viable Reform Initiative.

PUB DATE- Nov 92

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Educational Innovation; Elementary

Secondary Education; Governance; \*Nontraditional Education;

\*School Choice; \*School Restructuring; \*State Action; State

Legislation

IDENTIFIERS- California; \*Charter Schools; Minnesota

To date, only two states (Minnesota and California) have passed charter-school legislation. This report presents details from these two states regarding charter-school formation, including roles played by teachers and organizers, by local school boards as sponsors, and by county or state officials in providing an appeals process and technical assistance. Statutory requirements, legal responsibilities, funding mechanisms, and employment issues (hiring and dismissal, collective bargaining, and job security) are also detailed. The report offers recommendations to policymakers considering potential charter-school legislation and analyzes the following questions: Who should sponsor? Which state laws/rules should remain?; What about the mechanics of funding? Who should govern? How can resistance be overcome? What about private school inclusion? Do charter schools conflict with consolidation efforts? What role should the state play? and Will charter schools cost more? A conclusion is that charter schools appear to be a viable reform initiative, especially for states considering school choice, decentralization, and/or more innovative accountability systems. Findings suggest that benefits outweigh the impending policy battles. Appendices contain a comparison of Minnesota and California charter-school laws and copies of Minnesota's outcome-based school legislation (1991) and California's charter-school legislation (1992). (LMI)

ED 359 663

EA 025 113

Sheane, Kim; Bierlein, Louann  
Barriers to School Restructuring.

PUB DATE- Oct 92

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

(Anonymous); "The LD (Learning Disabled) Student Searches for the Right College Match" (Marybeth Kravets); and "Learning Disabilities in the College Setting: A Different Ball Game Than High School" (Stephen S. Strichart). The collection concludes with priority statements of the National Center for Learning Disabilities; suggested computer hardware and software; and a list of resources for parents such as fiction and nonfiction books, videotapes and audiotapes, organizations, and relevant legislation. (JDD)

ED 359 682

EC 302 242

Jackson, Shirley A.  
Educating Young Children Prenatally Exposed to Drugs and At Risk.  
Report and Resource Compendium.

PUB DATE- Jul 93

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142), Reports -  
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- At Risk Persons; Behavior Problems; \*Congenital  
Impairments; Disadvantaged Youth; \*Drug Abuse; Early Childhood  
Education; \*Early Intervention; Educational Needs; Incidence;  
Learning Problems; \*Prenatal Influences; Profiles; Program  
Effectiveness; Trend Analysis

IDENTIFIERS- \*Fetal Drug Exposure

This report presents findings of an inquiry into the educational needs of children prenatally exposed to drugs and covers: (1) the extent of the problem, (2) negative effects of prenatal drug exposure on a child's educational potential, (3) typical behaviors and learning deficits of such children, and (4) characteristics of successful early childhood programs for this population. The report also contains profiles of eight programs specifically designed to educate children prenatally exposed to drugs or experiencing psychosocial traumas. Programs are located in the District of Columbia, Los Angeles (California), St. Petersburg (Florida), Tampa (Florida), New York City, Chicago (Illinois) and Palo Alto (California). Highlights of the review of the four study questions include: the number of children prenatally exposed to illicit drugs is increasing; the prevalent use of alcohol and cigarettes poses a greater prenatal threat to a larger number of babies than does any illicit drug; 30-40 percent of prenatally drug exposed children display developmental delays in the absence of effective early intervention; there is no profile of behavior and learning typical of drug-exposed children; educators should focus on identifying and addressing the problem behaviors, not on the causes; and successful programs use developmentally appropriate practice standards and not new instructional methodology especially for drug-exposed children. Recommendations, a list of 32 programmatic or organizational resources, and a glossary complete the report. (Contains approximately 152 references.) (DB)

ED 359 683

EC 302 243

Lesser, Donna L., Ed.  
National Symposium on Information Technology: Proceedings (7th,  
Myrtle Beach, South Carolina, May 3-6, 1992). Volume 6.

PUB DATE- May 92

NOTE- 292p.

LANGUAGE- English

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Agency Cooperation; Communication Aids (for Disabled); \*Communication Skills; Delivery Systems; Early Intervention; Interaction Process Analysis; Interpersonal Communication; Intervention; \*Language Acquisition; Pragmatics; \*Severe Disabilities; \*Severe Mental Retardation  
IDENTIFIERS- \*Augmentative Alternative Communication

This paper examines issues in establishing an initial social/communicative repertoire with individuals who have severe to profound disabilities, with emphasis on intervention involving the most severely affected. The paper stresses the importance of beginning intervention efforts even before learners show intentional behavior and discrimination of environmental stimuli, and examines the importance of focusing on pragmatics and the interaction process. Increased availability of augmentative and alternative communicative options is seen as increasing the potential for full inclusion of people with severe disabilities in the mainstream. The paper also discusses: communication as social behavior, intentional communicative behavior, evaluating the efficiency of various communicative forms, full utilization of naturally occurring interactive contexts, teaching communicative forms and functions, modification of elements of environments to ensure communicative attempts, collaborative service delivery, and addressing the differences and similarities between home and school. An appendix compares taxonomies describing instrumental communicative intents. Attached are lists of 72 references, 13 books and monographs, 6 products, 8 journals/newsletters, 6 organizations, and 47 federally funded projects. (DB)

ED 359 701

EC 302 261

Halle, James W.

Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration.

PUB DATE- May 93

NOTE- 47p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p201-251. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Observation Techniques; \*Communication Skills; Curriculum Development; Decision Making; Educational Practices; Elementary Secondary Education; \*Evaluation Methods; Information Dissemination; Interviews; Research and Development; \*Severe Disabilities; \*Social Integration; \*Student Educational Objectives; \*Student Evaluation; Theory Practice Relationship

This paper presents a functional approach to assessment and associated program development for individuals with severe disabilities, with emphasis on informal strategies that target beginning communicative levels. In the first section, form, function, and context (three components of any communicative act) are defined and described. Three assessment strategies which scrutinize each of these components are then surveyed--these include interviews, observations, and analogues (in which

This paper examines the current status of U.S. children's mental health and its impact on children's ability to learn. It notes the incidence of mental disorders in children, risk factors predisposing children to mental disorders, and symptoms of children with serious emotional disturbances. It explores the school-based and community-based services available to address children's mental health needs and suggests policy and action steps to improve the provision, availability, and accessibility of these services. The paper describes several models of collaboration among schools, community agencies, professionals, and parents. These models work to both treat and prevent mental health problems. Recommendations are offered in the areas of training, staffing, legislation, advocacy, and coalitions. The paper concludes with an annotated list of four organizational resources. (Contains 12 references.) (JDD)

ED 359 721

EC 302 284

General Information about Crisis Nursery Care, ARCH Factsheet Number 1 and General Information about Respite Care, ARCH Factsheet Number 2.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Jan 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- At Risk Persons; \*Child Abuse; Child Neglect; Children; \*Child Welfare; Chronic Illness; Community Programs; Crisis Intervention; Day Care; Demonstration Programs; \*Disabilities; Federal Programs; Government Role; Intervention; Models; \*Respite Care; Young Children

IDENTIFIERS- \*Crisis Child Care

This document consists of a combination of two separately published fact sheets, one on crisis nursery care for children at risk of abuse or neglect and one on respite care for families of children with disabilities or chronic illness. The fact sheet on crisis nursery care presents background information on the federal role in developing crisis nursery programs; a definition of crisis nursery care; and descriptions of a crisis nursery facility, a day care facility, a crisis shelter, multiple community sites, and in-home programs. Three references and names and addresses of two resource organizations are provided. The fact sheet on respite care begins with an outline of federal funding for respite care demonstration projects, and then offers a definition of respite care and descriptions of seven program models: in-home respite model, host family model, facility-based model, residential respite model, respite house model, parent cooperative model, and "respi-tality" model. The fact sheet concludes with three references and names of two resource centers. (JDD)

ED 359 722

EC 302 285

Healy, Kerry K.; Broughton, Belinda  
The Child Care and Development Block Grant Program. ARCH Factsheet Number 19.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Feb 93

NOTE- 5p.

LANGUAGE- English

PUB DATE- 92

NOTE- 106p.; A product of the Specialized Training Program.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Educational Change; Elementary Secondary Education; Interpersonal Competence; \*Mainstreaming; Program Development; \*Program Evaluation; \*Program Implementation; Program Validation; Qualitative Research; School Restructuring; School Role; \*Severe Disabilities; \*Social Integration

The Regular Class Participation System (RCPS) project attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on achieving both social and learning outcomes for students. A teacher-based planning strategy was developed and shared with teacher participants in the project. RCPS sought to relocate preferred educational practices from self-contained to general education settings. Teachers and students from nine elementary, five middle, and three high schools participated in a quantitative study, a qualitative study, or both. Analysis of the quantitative data on both social and learning components showed no results of the intervention, but did show a strong school effect. Analysis of the qualitative data helped explain this strong school effect as themes emerged related to differences in teachers' purposes for "doing integration." The study concluded that integration doesn't work, but it can be a "step on the way" to inclusion. Inclusion does work, but only in the context of reinvented schools. Attachments to the report include observation procedures, definitions of terms, and statistical data from the study. (Contains 31 references.) (JDD)

ED 359 742

EC 302 309

Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Dec 92

NOTE- 44p.; Developed through the Facilitating Least Restrictive Environment for Students with Deaf-Blindness: In School and Community Settings Project.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cooperative Planning; \*Disabilities; Educational Cooperation; Educational Planning; Elementary Secondary Education; Individualized Education Programs; Interpersonal Relationship; \*Mainstreaming; Parent School Relationship; \*Social Integration; \*Team Training; \*Teamwork

IDENTIFIERS- \*Teacher Collaboration

This resource manual focuses on the development and enhancement of student program planning teams in schools oriented to inclusive education of students with disabilities. First, the terms inclusion, integration, and mainstreaming are clarified. Then, the challenge of developing instructional and behavioral plans that allow students to learn together is emphasized, outlining the need for administrative support, shared ownership of all children, collaborative teams, year-round transition and program planning, access to consultation and technical support,

experienced by non-native writers. (Author)

ED 359 765

FL 020 830

Mauranen, Anna

Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.

PUB DATE- Apr 92

NOTE- 15p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Contrastive Linguistics; Cultural Influences; English; Finnish; Foreign Countries; \*Rhetoric; Uncommonly Taught Languages; \*Writing (Composition)

IDENTIFIERS- \*Referential Communication; \*Referents (Linguistics)

Academic rhetoric is manifested at all levels of language, and its aim is to increase the credibility of the writer's message in the reader's mind. However, cultural variation in rhetorical values and conventions may undermine the writer's efforts to impress the reader. The use of reference in scientific texts by Finnish and native English writers was studied as a reflection of underlying rhetorical strategies. Both similarities and differences between the two groups of writers were found in the use of certain reference items as well as in making references to central referents in the text. Writers with different cultural backgrounds thus produced different rhetorical effects through their use of reference and exhibited different rhetorical strategies. (Author)

ED 359 766

FL 020 831

Suomela-Salmi, Eija

Some Aspects of the Pragmatic Organization of Academic Discourse.

PUB DATE- Apr 92

NOTE- 13p.; In: Nordic Research on Text and Discourse: NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Influences; \*Finnish; Foreign Countries; \*French; Higher Education; Masters Theses; Second Language Instruction; Text Structure; Translation; Uncommonly Taught Languages

IDENTIFIERS- \*Academic Discourse

This paper discusses aspects of signaling structure by means of textual organizers in Finnish and French academic discourse. The assumption that there exist culture-bound conventions for marking textual organization by either explicit or implicit linguistic means was explored. Observations are offered of French and Finnish articles and summaries of Finnish master's degree theses dealing with language and translation. Discussion focuses on (1) markers of linear integration in discourse, and (2) the paragraph as a textual organizer. (JB)

ED 359 767

FL 020 832

Wikborg, Eleanor

Composing on the Computer: A Study of Writing Habits on the Job.

PUB DATE- Apr 92

NOTE- 9p.; In: Nordic Research on Text and Discourse. NORDTEXT

subsequent seven chapters explain major grammatical features and processes related to: nouns; pronouns; adjectives; numerals; verbs; adverbs; and prepositions. The ninth chapter discusses interjections, and the tenth provides notes on syntax. The final chapter gives a somewhat detailed account of colloquial usage, including aspects of pronunciation, grammar, and vocabulary. (MSE)

ED 359 786

FL 021 273

Singleton, D. M., Ed.; Little, D. G., Ed.  
Language Learning in Formal and Informal Contexts. Proceedings of  
a Joint Seminar of the Irish and British Associations for  
Applied Linguistics (Dublin, Ireland, September 11-13, 1984).

PUB DATE- 84

NOTE- 207p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Learning; \*Applied Linguistics; Bilingualism;  
Children; Classroom Communication; Classroom Techniques;  
Communicative Competence (Languages); \*Educational Environment;  
Elementary Education; Foreign Countries; German; Grammar;  
Higher Education; Independent Study; Instructional Materials;  
Irish; Language Styles; Language Tests; Language Variation;  
Learning Motivation; Learning Theories; Linguistic Theory;  
Material Development; Reading; Second Language Instruction;  
Second Language Learning; \*Second Languages; Small Group  
Instruction; Testing; Uncommonly Taught Languages; Verbs

A number of issues of central importance to understanding the nature of language, its acquisition and use were considered at a seminar on language learning. Papers delivered at the seminar are as follows: "Why Don't Learners Learn What Teachers Teach? The Interaction Hypothesis" (Dick Allwright); "The Role of Instruction in Second Language Acquisition" (Rod Ellis); "The Development of the Verb Phrase in a Bilingual Child" (Annick de Houwer); "What Has the Learner Learned? Proficiency Testing in a Communicative Perspective" (Allan Emmett); "Learning Languages Through Various Media" (Sabine Jones); "Bilingualism and Lexical Innovation" (Appie Kennedy-Jonker); "Learning German Without a Teacher: A Self-Instructional Programme for Undergraduate Students of Engineering Science" (David Little, Aedamar Grant); "Motivation and Perseverance in Foreign Language Learning" (Lubasa N'ti Nseendi); "Foreigner Register" (Rose Maclaran, David Singleton); "Bridging the Formal and Informal Fields of Irish Language Learning at Primary Level" (Sinead Norton); "Interaction Between Learner and Learning Environment: Issues in the Development of Learning Materials for Adult Learners of Irish" (Helen O Murchu); "The Acquisition of Relative Clauses in a Formal and in an Informal Setting: Further Evidence in Support of the Markedness Hypothesis" (Maria Pavesi); "Patterns of Reading in L1 and L2" (Nancy Sanguinetti de Serrano); "Stimulating Interaction in the Foreign Language Classroom Through Conversation in Small Groups of Learners" (Anna Trosborg); and "Stop the Monitor I Want to Get Off: or Looking for a Way Forward in Language Teaching" (Carol Wallace, Jane Macaskie). (MSE)

ED 359 787

FL 021 282

Cazabon, Mary; And Others  
Two-Way Bilingual Education: A Progress Report on the Amigos  
Program. Research Report: 7.  
SPONS. AGENCY- Office of Educational Research and Improvement

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Access to Education; Agricultural Education; Case Studies; Continuing Education; \*Curriculum Development; Educational Innovation; Educational Needs; \*Educational Practices; \*Educational Strategies; Educational Trends; Extension Agents; \*Extension Education; Farmers; Foreign Countries; Global Approach; Models; Postsecondary Education; Professional Training; \*Program Development; Program Evaluation; Rural Development; \*Rural Extension; Teaching Methods; Technology Transfer

IDENTIFIERS- \*Europe

This proceedings report is organized into four sections dealing respectively with: (1) global issues facing extension education; (2) extension strategies and methods; (3) extension planning and evaluation; and (4) training and curriculum development. The following papers are included: "Extension Science: To Broaden the Scope" (van Woerkum); "Agricultural Extension: Trends and Perspectives" (Siardos); "Knowledge of Agriculture" (Nitsch); "The Agricultural Knowledge Transformation Cycle" (Blum); "New Challenges for Extensionists: Targeting Complex Problems and Issues" (Dunn); "Ideal Types of Extension System: A Theoretical Framework for the Qualitative Analysis of Extension Organizations" (Sanchez de Puerta T.); "New Initiatives of Agricultural Extension Education in Central Europe as Exemplified by Poland" (Kuzma); "Low Farm Incomes in Ireland and Their Implications for Extension" (Phelan, Markey); "Extension Activities and Rural Development in Slovenia" (Suncic); "Organizational Properties: Manifestations of Different Models of Extension Work" (Hassanullah); "Agricultural Development and Modes of Professionalization of Extension Work: Some Reflections about the French Case" (Lemery); "The 'Reaching Problem' in Extension Education: A Dialogue Approach" (Heymann); "Farmers' Study Groups in the Netherlands" (Proost); "Technology Transfer in Small Scale Dryland Crop Production: Future Challenges" (Bembridge); "Extension and the Picture: Conclusions from a Semiotic Theory of Picture Communication" (Hoffmann); "Extension Alternatives to TOT and the Agricultural Knowledge Perspective: Reflections after the Bad Ball Workshop" (Salas, Tillmann); "Extension in Support of Agricultural Trade Implications for Europe 1992" (Youmans); "Strategic Planning for Extension Systems" (Ludwig); "Developing, Conducting, and Evaluating a Training Program for Professional Extension Educators at the American Farm School, Thessaloniki, Greece" (Crunkilton); "Farmers' Training in Portugal: A Contribution to Its Evaluation" (Cristovao, Figueira); "Rural Extension in Algarve, Southern Portugal: An Evaluation Case Study" (Figueira, Ferreira, Cristovao); "Technology Transfer System in Turkey: Two Case Studies" (Ozkaya); "Programme Planning and Continuing Education for Farmers" (Nielsen, Hog, Bouet); "National Portuguese Survey: What Educational Competencies Are Rated Necessary for Extensionist by Directors of Agrarian Zones?" (Koehnen, Portela); "Relevancy of U.K. Graduate Education to Malawian Agricultural Professionals' Careers in Agricultural Development" (Trail); and "Designing and Implementing a Portuguese Master's Degree Program: A Luso-American Connection" (Koehnen, Cristovao). (MN)

ED 359 329

CE 063 511

Barker, Kathryn Chang

Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.



job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of agriculture enhancement teaching-learning plans and the student learning guide and student organization participation. A section on professional considerations lists certification coverage for natural resources and forest ecology and professional organizations and support services. The final section lists the following instructional resources: a contact for information on a test item bank; teacher-recommended materials; sources of print and audiovisual materials and software; and Florida Educational Information Service services. Sample teaching-learning plans and a sample student learning guide are appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 347

CE 063 944

Paramedic. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 157p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accidents; \*Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; \*Emergency Medical Technicians; \*Job Skills; Occupational Information; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; Rescue; Secondary Education; State Programs; Statewide Planning

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a paramedic program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers student admissions requirements, suggested instructional approach, teaching methods, evaluation criteria, student learning guides, and student organization participation. A section on professional considerations lists certification coverage for paramedic and professional organizations and support services. The final section lists the following instructional resources: an emergency medical services (EMS) bibliography and names and addresses of state EMS directors. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 348

CE 063 945

Patient Care Assistant. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

of educational research. Chapter 7 summarizes main points. Appendixes include the World Declaration on Education for All and guidelines to implement it, titled "A Framework for Action To Meet Basic Learning Needs." (YLB)

ED 359 364

CE 063 978

Windham, Douglas M.

Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.

PUB DATE- 92

NOTE- 93p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs I-II, see CE 063 976-977.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - General (140)

DESCRIPTORS- \*Adult Basic Education; Adult Literacy; Adult Programs; Cultural Context; Cultural Education; Cultural Enrichment; \*Cultural Influences; Developing Nations; Economic Development; \*Educational Assessment; \*Educational Finance; Educational Needs; Education Work Relationship; Foreign Countries; Instructional Materials; International Cooperation; Literacy Education; Needs Assessment; \*Policy Formation; \*Quality of Life; Social Development; Teacher Role; Textbooks

This eight-chapter monograph deals with the requirements for providing education for all. Four interrelated themes are examined: developing a supporting policy context, mobilizing resources, building national technical capacity, and strengthening international solidarity. The first chapter gives an overview of these themes. Chapter 2 considers how institutions and resources must be mobilized for empowerment. The status and roles of teachers in education for all is the focus of chapter 3. In chapter 4, participation of nongovernmental organizations, communities, parents, and learners is addressed, including participation in early childhood care, primary schooling, and literacy programs. Chapter 5 examines the economics and politics of the production of textbooks and instructional materials. The role of assessment in improving learning is the subject of chapter 6. Chapter 7 considers the issue of financing education for all, through reducing the unit costs of education, restructuring education systems, redistributing expenditures, and raising additional resources. The final chapter summarizes the issues and their implications for future efforts. (YLB)

ED 359 365

CE 063 980

Little, Judith Warren

Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Dec 92

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Academic Education; Courses; Educational Benefits; \*Educational Change; Educational Practices; High Schools; \*Integrated Curriculum; \*Intellectual Disciplines; \*Secondary School Curriculum; Teacher Attitudes; Unified Studies

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.

PUB DATE- 92

NOTE- 29p.; For a summary of this document, see CE 064 014.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Change; Career Awareness; Career Choice;

\*Demography; \*Education Work Relationship; \*Females;

\*Nontraditional Occupations; Outcomes of Education;

Questionnaires; Secondary Education; Secondary School Students;

Sex Fairness; State Surveys; \*Student Attitudes; \*Work Attitudes

IDENTIFIERS- New Jersey

A study examined the relationship between knowledge of nontraditional careers and attitudes toward them. The questionnaire administered to 1,755 students from 13 New Jersey school districts was designed to identify the relationship among knowledge of nontraditional careers, attitudes toward females in nontraditional careers, and the following demographic variables: gender, age, race, family income, school type, marital status, parental status, career option, mother's occupation, and father's occupation. Males and females expressed similar attitudes toward nontraditional careers until the age of 16 years, after which males expressed significantly more traditional attitudes than females did. Parents' educational level was also significantly related to attitude toward females in nontraditional careers. Students with parents in professional or self-employed positions were most likely to have positive attitudes about females in nontraditional careers. Most students had moderate to moderately high levels of knowledge about nontraditional careers. Level of knowledge increased with age. Male attitudes regarding females in nontraditional careers became more positive as their level of knowledge about the type of training and salaries associated with nontraditional careers increased, thus confirming the importance of gender equity programs. (The survey questionnaire is included. Contains 11 references.) (MN)

ED 359 383

CE 064 014

Bernstein, Joan D.; And Others

Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4.

PUB DATE- 92

NOTE- 6p.; For full report summarized here, see CE 064 013.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Awareness; \*Career Choice; Demography;

\*Education Work Relationship; \*Females; \*Nontraditional

Occupations; Secondary Education; Secondary School Students;

State Surveys; \*Student Attitudes; \*Work Attitudes

IDENTIFIERS- New Jersey

One of four research projects designed to examine barriers to entrance of women into the workforce, the study described in this bulletin examined the relationship between knowledge of nontraditional careers and attitudes toward them.

Questionnaires were administered to 1,755 students from 12 New Jersey school districts to determine their attitudes toward and knowledge of nontraditional careers. Most of the students (89 percent) held positive attitudes toward nontraditional careers. Only 49 percent of the students demonstrated a high level of knowledge about nontraditional careers, however, and 16 percent

Zalon, Margarete Lieb

Health Care Reform: How Will It Affect Nursing?--Nursing Education.

PUB DATE- May 92

NOTE- 12p.; Submitted for publication in "The Pennsylvania Nurse."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Activism; \*Change; Community Cooperation; Curriculum Development; Decision Making; Disadvantaged; Ethics; Higher Education; Leadership; \*Leadership Training; \*Medical Services; Nurses; Nursing; \*Nursing Education; Role Models; Teacher Influence; \*Teacher Role

IDENTIFIERS- \*Health Care Reform

Nursing educators have the opportunity to advance nursing's agenda for health care reform to ensure effective health care for all members of society. They have a key role in fostering the political involvement of student nurses and nurses who have returned to school for baccalaureate or graduate education. Role modeling is critical to increasing their visibility as political activists. Structured activities within the curriculum are an important vehicle for enhancing political or professional activity. Another major means of advancing nursing's agenda for health care reform is the development of professional nurse behaviors that are essential for functioning in new or radically altered health delivery systems. Students must be empowered so that they can assume a leadership role in whatever setting they choose to practice. Key to empowerment is the provision of clinical experiences that foster independence and the leadership skills necessary for case management, managed care, and negotiating in the complex health care environment. The empowerment of the individual that comes from success is enhanced in an environment that empowers the nursing community. Educational institutions can forge partnerships with community agencies to facilitate change and growth. Nurse educators should also provide for enhancement of nurses' understanding of ethical issues in a climate of shrinking health care resources. (YLB)

ED 359 403

CE 064 064

Ryan, Thomas; Hinkley, Carl

Workplace Health and Safety across the Vocational/Technical Curriculum.

SPONS. AGENCY- Maine State Dept. of Education, Augusta.

PUB DATE- Sep 92

NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Auto Mechanics; Competency Based Education; \*Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; \*Integrated Curriculum; Laboratory Safety; Laboratory Technology; Lesson Plans; \*Occupational Safety and Health; Postsecondary Education; Power Technology; Safety Education; \*Technical Education; Technical Institutes; Vocational Education

This document contains the outcomes of a pilot project to develop materials and methods of integrating occupational health and safety into the curriculum of the technologies at a technical

guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

ED 359 421

CE 064 107

Floriculture. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- May 89

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Behavioral Objectives; Career Development; Check Lists; Classroom Techniques; Competence; Competency Based Education; Educational Resources; Entry Workers; \*Floriculture; Job Skills; \*Landscaping; Plant Propagation; Postsecondary Education; Program Guides; \*Program Implementation; Secondary Education; State Standards; Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This program guide is intended for the implementation of a floriculture program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for floriculture courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides a test item bank and information on the following: facilities, equipment, and supplies; program implementation (student admission requirements, safety and maintenance, student learning guide, cooperative training, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 81 print materials, 12 audiovisual aids, 2 computer programs, 26 sources for print materials, 18 sources for audiovisual materials, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

ED 359 422

CE 064 108

Hospitality Management. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 89

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Articulation (Education); Behavioral Objectives; Career Development; Check Lists; Classroom Techniques; Competence; Competency Based Education; Educational Resources;

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Graduates; \*Dual Career Family; \*Employed Parents; \*Family Life; \*Sex Differences; \*Sex Role; Spouses

IDENTIFIERS- \*Single Earner Family

The relationship between family employment status and attitudes toward gender roles in the family was examined for 295 married college graduates. The hypothesis that individuals in dual earner families will be more supportive of nontraditional family gender roles compared to those in single earner families was tested. Attitudinal differences between women and men also were examined, as well as the effects of selected demographic factors (age, individual earnings, educational attainment) and family background variables (mother's employment status, if one's spouse attended college, parenthood status) on gender role attitudes. Attitudes toward gender roles in the family were assessed using a nine-item scale. Multiple regression analyses were used to analyze the data. The results indicated that individuals in dual earner families, women, and people with employed mothers expressed greater support for nontraditional gender roles, while parents were less supportive of nontraditional roles. It appears that, even among a sample of college-educated individuals, variation in gender role attitudes exists, with attitudes most strongly influenced by family employment status. The gender attitudes of both women and men appear to be consistent with the personal choices they make about work and family arrangements. Furthermore, these attitudes seem to be reflective of ideological stances that enhance and protect one's dual or single earner arrangement. The findings suggest an important link between work experiences, lifestyle choices, and gender role attitudes for women and men. (NB)

ED 359 443

CG 024 906

Johnson, Alberta C.

"How To Do What's Best for YOU" - A Workshop for Adolescents.

PUB DATE- Mar 92

NOTE- 7p.; Paper presented at the Annual Meeting of "The Troubled Adolescent: The Nation's Concern and Its Response" Conference (2nd, San Antonio, TX, March 17-20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adolescent Development; \*Adolescents;

\*Assertiveness; Individual Power; Personal Autonomy; \*Self Esteem; Values; \*Values Clarification; Workshops

This paper presents a guide for persons interested in conducting a workshop designed to introduce a process or strategy to help adolescents self-generate strokes to foster positive self-esteem. The steps in the process include: (1) introduction to the notion that each person has the power to take control of and direct his or her own life; (2) an understanding of the importance of self-awareness; (3) acknowledgment of one or more personal strengths; (4) recognition of the difference between bragging and self-praise; (5) a values clarification exercise; and (6) realization of the relationship between behavior based on one's values and one's subsequent level of self-esteem. The workshop is presented in an informal style and requires that the workshop leader rephrase passages into his or her own words. Scripts are included throughout the paper (designated by two asterisks and quotation marks) for participants to read which present scenarios illustrating the ideas being taught in

Series.  
PUB DATE- 92  
NOTE- 73p.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Community Health Services; Drug Abuse; \*Drug Use; \*Outreach Programs; \*Prevention; \*Program Development; Public Health; \*Sexuality  
IDENTIFIERS- National Institute on Drug Abuse

The National Institute on Drug Abuse (NIDA) has developed training and technical assistance services to train indigenous outreach workers hired by NIDA's national Acquired Immune Deficiency Syndrome (AIDS) outreach demonstration research projects. The NIDA community outreach demonstration research projects for AIDS are the first large-scale, nationwide AIDS outreach efforts targeted specifically to intravenous drug users and their sexual partners. One of the first activities of this training and technical assistance effort involved convening two program development meetings (held in 1989 in Rockville, Maryland and Millbrae, California) to assess training needs and assist in the development of appropriate modules for use in the field. This summary of information presented by the projects participating in these meetings was developed to disseminate the information from the meetings. It presents issues, technical approaches, and alternative action plans for a variety of AIDS outreach project operations in the hope that the dissemination of this information will allow all AIDS community outreach and demonstration research projects to benefit from the experience of their colleagues. The summary is intended to encourage ongoing communication and consultation among outreach projects across the country. The report's six chapters provide an introduction to outreach work and describe, respectively, the background of the NIDA AIDS Community Outreach and Demonstration Research Projects, the hiring of outreach workers, outreach strategies, staff operations and supervision, and outreach workers' training. The AIDS Policy and Procedure Problem Resolution Model, the Workshop Problem Analysis and Resolution Instrument, and the NIDA Directory of Outreach and Demonstration Research Projects by state and city with names of contact persons are appended. (NB)

ED 359 463

CG 024 927

Mehrotra, Jena; Gebeke, Debra  
Emerging Factors in Work/Family Interference.  
SPONS. AGENCY- North Dakota State Univ., Fargo. Univ. Library.  
PUB DATE- Nov 92  
NOTE- 28p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)  
DESCRIPTORS- \*Employed Parents; \*Employer Employee Relationship; \*Family Life; \*Role Conflict; \*Stress Variables; \*Work Environment  
IDENTIFIERS- \*Family Work Relationship  
In recent years the study of work and family issues has expanded from a focus on men's unemployment, women's employment, and two-career couples to more complex issues of economics, structural and psychological characteristics of work, enactment of multiple roles, the work/family cycle, combined effects of

Employer Employee Relationship; \*Organizational Communication; Performance Factors; Psychological Studies; Social Influences  
Researchers interested in social power in organizational contexts have focused on investigating whether situational factors affect people's preferences for types of influence tactics. The persuade package is defined as a small standard set of methods (influence tactics) that leads to a particular goal (persuade the target to do something). The hypothesis is that the preference order for types of influence tactics is invariant across situations (Schank & Abelson, 1977; Rule, Bisanz, & Kohn, 1985) was examined in the context of downward influence by systematically varying (1) the type of job described, (2) the role identities of the actors, and (3) the goal of the actor attempting to influence the target. Also, a taxonomy of influence tactics other than the one generated by Rule et al. (1985) was used. Subjects, 154 undergraduate students, were given a questionnaire in mass testing sessions. Confirmatory factor analysis (LISREL VII) was utilized to examine whether different situations had an impact on the choice among four influence tactics (rationality, ingratiation, assertiveness, and exchange). As predicted, the likelihood and relative degree to which the four tactics would be used were similar across scenarios regardless of the specific features of the situation, providing further supportive evidence for the schema-based notion of a "persuade package." (BF)

ED 359 483

CG 024 947

Lucal, Betsy

Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not.

PUB DATE- Aug 92

NOTE- 28p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (42nd, Pittsburgh, PA, August 18-20, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Battered Women; Family Problems; \*Family Violence; Marital Instability; Marriage; \*Social Attitudes; Social Problems; Sociocultural Patterns; Spouses

IDENTIFIERS- \*Battered Men

A number of factors came together in the 1970s to create a social problem called "battered wives". Then, beginning in 1977, there was an attempt to create a social problem called "battered husbands." So far, such attempts have been unsuccessful. This analysis compares the issue of battered husbands and battered wives to determine why one was successfully constructed as a social problem while the other was not. The development of the two issues is delineated, and then compared. The results of the comparison show that the factors that were present in the construction of battered wives as a social problem--a social movement, professional and mass media attention, and appropriate gender images--were not present for battered husbands. The existence of the feminist movement and the battered women's movement helped establish battered wives as a social problem while gender images supported the notion of women as appropriate and acceptable victims of violence by their husbands. These findings suggest that a climate that supported the existence and maintenance of one of these social problems could not, and has not, supported the institutionalization of the other. (Author/BF)



(John W. Woodley and Carol E. Woodley); "Evaluation: The Conventions of Writing" (Orysia Hull); "When 'Shut Up' Is a Sign of Growth" (Maureen Morrissey); "Guise, Son of the Shoemaker" (Mary M. Kitagawa); "Well, What about His Skills?": Evaluation of Whole Language in the Middle School" (Karen Sabers Dalrymple); "Everyone's in the Act: Evaluation in a Seventh-Grade Classroom" (Toby Kahn Curry); "Evaluation of Second-Language Junior and Senior High School Students" (Yvonne S. Freeman and David E. Freeman); "Grade Eight Students Cope with Today and Get Ready for Tomorrow" (Richard Coles); "Using Evaluation as an Instructional Strategy for Adult Readers" (Ann M. Marek); "...Of Flying to the Stars and Looking at the Dipr": Whole Language Evaluation on the Navajo Reservation" (Susan Howe-Tompkins); "The Evaluation Process--in Process" (Debra Jacobson); "'So Why Don't I Feel Good about Myself?'" (Debra Goodman); "Looking at Invented Spelling: A Kidwatcher's Guide to Spelling, Part 1" (Sandra Wilde); "Looking at Invented Spelling: A Kidwatcher's Guide to Spelling, Part 2" (Sandra Wilde); "They'll Grow into 'Em': Evaluation, Self-Evaluation, and Self-Esteem in Special Education" (Paul Crowley); "Special Education and Whole Language: From an Evaluator's Viewpoint" (Phyllis Brazee and Susan W. Haynes); and "Whole Language, Whole Teaching, Whole Being: The Need for Reflection in the Teaching Process" (Geane R. Hanson). (RS)

ED 359 501

CS 011 356

Mills, Heidi, Ed.; Clyde, Jean Anne, Ed.

Portraits of Whole Language Classrooms: Learning for All Ages.

PUB DATE- 90

NOTE- 332p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020), Books (010)

DESCRIPTORS- \*Classroom Environment; Early Childhood Education; Elementary Secondary Education; English (Second Language); Higher Education; Poetry; Special Education; \*Teacher Behavior; Teacher Student Relationship; Theory Practice Relationship; \*Whole Language Approach

IDENTIFIERS- Emergent Literacy; Reflective Teaching

Highlighting typical days in a variety of whole-language classrooms, this book describes learners of all ages, beginning with a home day-care setting through preschool programs and elementary classrooms to a junior high and high school. The book also describes a special education site and an English-as-a-Second Language classroom, and concludes in a laboratory school staffed by graduate students in a university reading methods course. Teachers' descriptions of typical classrooms and their personal reflections presented in the book encourage readers to take a reflective stance and consider the beliefs that underpin their practice. Chapters in the book are: (1) "Literacy Learning in a Home Day-Care Setting" (David J. Whitin and Phyllis E. Whitin); (2) "A Natural Curriculum" (Jean Ann Clyde); (3) "Teachers and Children: Partners in Learning" (Heidi Mills); (4) "A Day with Dinosaurs" (Timothy O'Keefe); (5) "Supporting Literacy Development: On the First Day in First Grade and throughout the Year" (Vera E. Milz); (6) "Teachers and Students as Decision Makers: Creating a Classroom for Authors" (Gloria Kaufmann and Kathy G. Short); (7) "Mind Games: Discovering Poetry through Art" (Margaret Grant); (8) "Making Learning Real for Intermediate Kids" (Eric Stone); (9) "Units of Study in an Intermediate-Grade Classroom" (Thom Wendt); (10)

Thematic Approach  
IDENTIFIERS- \*Colorado School of Mines

The "HumEn" (Humanities/Engineering Integration) program developed at the Colorado School of Mines integrates humanities and engineering through reading and writing. Through integrative reading and writing engineering students are led to make appropriate connections between the humanities and their technical work, connections that will carry over into their professional lives. A thematic approach links an introductory chemical engineering course with a humanities course and examines such issues as: the methods used by scientists, engineers and humanists; the world view necessary to produce science and technology; the value trade-offs inherent in a technological society; and the technical questions faced by engineering professionals. The course emphasizes class discussion, open-ended design projects, teamwork, and a variety of writing assignments, including a semester-long journal. Students involved in HumEn courses find the experience both rewarding and broadening, based on data collected over 5 years. Engineering students are interested in the questions raised by the humanities and they particularly appreciate an opportunity to read and write about literature, history, philosophy, and drama in the context of their engineering discourse community. (The HumEn Integrated Course syllabus and four figures of data are included.) (RS)

ED 359 521

CS 213 907

Calabrese, Joseph

Problems in Lectureships at the University of Nevada, Reno.

PUB DATE- Mar 93

NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*English Departments; Faculty College Relationship; \*Faculty Development; Higher Education; \*Professional Recognition; Teacher Employment Benefits; \*Teaching Conditions; Teaching Load; \*Tenure; Writing Instruction

IDENTIFIERS- \*Lecturers; \*University of Nevada Reno

While tenure-track faculty begin their careers with some sense of what they will teach, what they will earn, and how they will be promoted, lecturers are not allowed such assurances. In the early days, lecturers in the English Department at the University of Nevada Reno (UNR) taught basic composition courses, four per semester unless they were doing something else in the way of service. Now the teaching load varies. Many faculty members, ignoring the fact that most lecturers have gotten good at teaching writing, expect them to jump at a chance to teach literature. Whereas lecturers used to be evaluated primarily in teaching, now they are expected to publish. Lecturers' lack of certainty about their positions is exacerbated by promises of more equitable pay (current average is 20K a year), but as yet the money has not arrived. This uncertainty and inequity could be eliminated by development of a tenure procedure for lecturers. Tenure would not preclude the stipulation that a lecturer's primary task is teaching, not research. It would change nothing but the unfairness of the present system. (SAM)

Glenn, Aileen Fisher, Karla Kuskin, Jimmy Santiago Baca, Mary Ann Hoberman, Myra Cohn Livingston, Valerie Worth, Lee Bennett Hopkins, X. J. Kennedy, Gary Soto, Eloise Greenfield, Barbara Juster Esbensen, William Cole, and Eve Merriam. (RS)

ED 359 541

CS 213 932

Ideas Plus: A Collection of Practical Teaching Ideas. Book Eleven.  
PUB DATE- 93

NOTE- 59p.; For Book Ten, see CS 213 943.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Communication Skills; Creative Writing; Educational Games; Elementary School Students; Elementary Secondary Education; \*English Instruction; \*Language Arts; \*Language Usage; \*Learning Activities; \*Literature Appreciation; Secondary School Students; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; \*Writing Instruction; Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of literature and writing. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities in which students choose their favorite trite expressions in poems by Coleridge and Shakespeare and then write ballad stanzas to illustrate those clichés; imagine that they are famous artists and write self-portraits; keep music journals; and make speeches on topics taken from recent magazines and newspapers. Activities in the second section, which are designed to stimulate an appreciation and understanding of literature, require students to write their own versions of Swift's "A Modest Proposal"; create a literary poster that illustrates a passage the class has studied; give a five to seven minute talk in which they pretend to be movie directors describing how they would cast and shoot scenes in a given novel; engage in "inner and outer circle" discussions that allow only students from the outer circle to ask questions that those in the inner circle must answer. Teaching ideas in the third section provide various strategies for teaching different stages of the writing process. These include activities in which students pretend they are on vacation and write three humorous postcards; write romantic short stories; create a pre-writing "memory chain" about persons from their pasts; and keep a class journal in which everyone makes entries. (SAM)

ED 359 542

CS 213 933

Metzgar, Judith

A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar.

PUB DATE- Oct 92

NOTE- 103p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*College Graduates; Community Colleges; Comparative Analysis; Criminal Law; Curriculum Evaluation; Drafting; \*Educational Needs; Surveys; \*Technical Writing; Two Year

(Program/Project Descriptions) (141)

DESCRIPTORS- College Mathematics; \*Content Area Writing; Higher Education; \*Mathematics Instruction; Student Writing Models; Writing Assignments

IDENTIFIERS- Writing Contexts; \*Writing Development; Writing to Learn

Mathematics faculty around the United States are using writing assignments in a variety of ways. A mathematics teacher at Alma College, Michigan, has students write mathematical autobiographies, keep a reading logbook, and write letters to other students about the course, letters to instructors about the topics, or about what they do not understand. Senior seminars at other institutions focus on famous equations, oral and written analyses of primary texts, or analysis of secondary texts. Calculus and pre-calculus lecturers also have found the usefulness of incorporating writing projects into their curricula. The writing assignments of a lecturer at Cornell University influence the structure of the dialogue he sets up with his students in a course entitled "From Space to Geometry." Serious mathematical and philosophical questions arise for the use of a seemingly trivial writing assignment--measure the height of a building and write the results as if a lab experiment were being explained. Discussions after completing the assignment usually lead to the realization that "mathematical methods" (such as Pythagorean Theorem) really do not work on a sphere such as the earth. Samples of students' writing throughout the course of the semester show how students can move from halting attempts to skillful use of language to explain mathematical concepts. Examples of other students' writing show the frustration that they can feel as they try to understand such concepts as a projection map. (RS)

ED 359 562

CS 213 958

McAlexander, Patricia J.

Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing.

PUB DATE- 2 Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Attention Deficit Disorders; \*Basic Writing; Higher Education; Hyperactivity; Learning Disabilities; Undergraduate Students; Writing Achievement; Writing Attitudes; \*Writing Difficulties; Writing Skills

IDENTIFIERS- \*Basic Writers; \*Shaughnessy (Mina)

Although Mina Shaughnessy remains influential in the basic writing field, her answers to the vital questions of who basic writers are and why they underachieve as writers are changing. Whether she intended to or not, Shaughnessy's book "Errors and Expectations" (published in 1977) was a major force in forming an image of basic writers as urban and of lower socio-economic status--aliens in academe, whose writing skills were weak and who were represented by a high percentage of minorities. She stressed their inexperience with standard English, with writing in general, with academic writing in particular. In the 1990s, the term "basic writer" is far more inclusive. Basic writers are described as diverse--different only from each other and coming from a variety of backgrounds. Four often interrelated reasons for writing underachievement are now stressed: (1) a

Writing for Publication

IDENTIFIERS- Professional Concerns; Professional Meetings;  
\*Research Suggestions; Scholarly Writing

The dual purpose of researching what an individual academic loves and using it for career advancement is a created possibility, not an organic outcome. Such possibilities can be created by using the following approaches: (1) research a subject of interest to yourself and then submit it to a population that is interested in the same material; (2) remember that a good research project is worthy of the highest form of recycling--reuse; (3) present a paper at one of the Speech Communication Association meetings and submit it to ERIC; (4) know who the audience might be for each type of research project; and (5) put a slant on the research (not the results) with the "spin" in vogue. Conducting research for publication is a joy and a delight when a person investigates a topic about which he or she is immensely curious. (A sample questionnaire about college speech communication programs is attached.) (SAM)

ED 359 581

CS 508 226

Proctor, Russell F., II

Homework and Network: Applications for Communication Theory.

PUB DATE- 15 Apr 93

NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- College Students; \*Communication (Thought Transfer); Communication Skills; Criticism; Higher Education; Interpersonal Communication; Learning Activities; Persuasive Discourse; \*Student Writing Models; Theories; \*Writing Assignments

IDENTIFIERS- Northern Kentucky University

An assignment that has proven successful in teaching "Communication Theories" (a senior-level capstone course at Northern Kentucky University) is "The Application Folder." The goal of the assignment is for students to apply concepts from the course in their everyday life. Students monitor and analyze what they watch, read, and hear, looking for opportunities to use course concepts to interpret the world. For each entry in the folder, students provide a copy or account of the item/event and an analysis of the item in terms of text and/or lecture concepts. Students are expected to pursue the project all term long. Grading is based on quantity, quality, and presentation. (Three examples designed by the instructor and offered to students with the assignment, and five sample student entries related to the issue of rhetorical sensitivity and based on newspaper cartoons are attached.) (RS)

ED 359 582

CS 508 228

Anderson, Carolyn M.; And Others

Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

school-linked services; policy options for implementing neighborhood projects involving elementary and middle schools and their surrounding communities in Dallas, Houston, Austin and San Antonio; and future prospects for parent-teacher participation in education reform. Attention was focused on how traditional education could be integrated with a wide array of health and human services, both treatment and prevention, for which the school can serve as the locus of delivery. Addresses included: "A Fresh Look at Restructuring Schools," by Lionel R. Meno, the Texas Commissioner of Education; "Partnerships for Participation and Progress," by Wilhelmina Delco of the Texas House of Representatives, and closing comments by Dr. Cora Marrett, professor of Sociology and African-American studies at the University of Wisconsin-Madison. The discussions from four workshops representing a given period of life and schooling--prenatal/preschool, elementary, middle, and high school--in which each workshop identified needs and made recommendations for service delivery, are summarized. Major themes addressed in the workshops included parent involvement and education, coordination of and collaboration among services school-based services, public awareness, and cultural sensitivity. A list of workshop participants is included. (LMI)

ED 359 601

EA 024 987

Cook, Kathy; Karr-Kidwell, PJ

A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.

PUB DATE- May 93

NOTE- 51p.; Master's Professional Paper, Texas Woman's University. Appendices A, B, and F are marginally legible.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Academic Achievement; \*Cooperative Learning; Inservice Teacher Education; Instructional Improvement; Junior High Schools; Peer Teaching; \*Professional Development; \*Program Implementation; Secondary School Students; Secondary School Teachers; \*Staff Development; \*Teacher Improvement; Teacher Workshops

IDENTIFIERS- \*Carrollton Farmers Branch Independent Sch Dist TX

This paper describes the design and implementation of a staff-development program at Vivian Field Junior High School in Carrollton, Texas. The school is a member of the Texas Partnership School Initiative, which was created to give schools latitude in raising student achievement. The goal of the staff-development program was to identify gains in student achievement and to close the performance gap among student ethnic and socioeconomic populations. The primary focus was on schoolwide implementation of cooperative-learning strategies, followed by three collegial-coaching sessions. This paper describes the implementation process, which involved teacher-training sessions, administration of a pre- and post-survey, teacher self-evaluations, and five classroom observations. A conclusion is that, as a partnership school, the staff of Vivian Field Junior High School is committed to achieving the partnership's goal through cooperative learning and collegial coaching. Appendices contain the Texas Assessment of Academic Skills (TAAS) summary reports for Vivian Field Junior High, copies of the two surveys, teacher comments, brief descriptions of three cooperative-learning models, and a staff-development evaluation report. (Contains 45 references.) (LMI)

PUB DATE- Oct 92

NOTE- 13p.; Paper presented at the Conference on Schools and the Environment (Vienna, Austria, October 5-8, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Architectural Character; Campus Planning; \*Educational Environment; Educational Facilities; \*Educational Facilities Planning; \*Facility Utilization Research; Foreign Countries; Higher Education; \*School Space; \*Space Utilization IDENTIFIERS- \*University of Trondheim (Norway)

This paper describes how creation of a varied, imaginative, and cultivated environment can recreate the pleasure of learning. The development of an indoor-outdoor, public-private, and half-climatized glazed (glass covered) space at the University of Dragvoll in Trondheim, Norway, is described. Well-planned glazed spaces can increase social contact, serve various functions, provide stimulation, and be economically profitable. Considerations such as street design, daylight, view, acoustics, indoor climate, and plants are discussed. A quality glazed space should supplement urban space; include public, social, and commercial functions along the covered street; and contain communication areas near or within the glass-covered space. Four figures and seven drawings are included. (LMI)

ED 359 622

EA 025 055

Tuneberg, Jeffrey

Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs.

PUB DATE- 12 Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; Elementary Secondary Education; \*Organizational Change; \*Power Structure; \*Program Implementation; Public Schools; School Districts; \*State Departments of Education; State Legislation; \*State School District Relationship; Superintendents

IDENTIFIERS- \*Ohio

Findings of a study that examined superintendents' perceptions of the methods used by the Ohio State Department of Education to implement legislative mandates are presented in this paper. Etzioni's compliance theory is used as a framework to understand superintendents' perceptions about the state's use of power. A survey of 205 Ohio public school superintendents produced 158 responses, a 77 percent response rate. Overall, superintendents viewed expert power and information power as highly utilized methods of power. Rural superintendents relied more heavily on information power than did their urban counterparts. Urban respondents saw greater evidence of the use of reward power, although both urban and rural superintendents perceived it as a secondary method. Finally, the state Department of Education used each of the three types of power methods--normative, remunerative, and coercive. However, the use of coercive power is incongruous with the needs of normative organizations. It is recommended that the state department act as advocate for the individual school districts

on at-risk students. Effective policy implementation must take local variability into account, be ongoing, utilize locally existing networks, and promote cooperation among all levels. General policy recommendations are included at the end of the report. (LMI)

ED 359 642

EA 025 080

**Public Education Waivers To Improve Student Achievement, 1991-92.**

PUB DATE- Feb 93

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Academic Achievement; Accountability; Decentralization; Elementary Secondary Education; \*Public Education; \*School Based Management; State Legislation; \*State School District Relationship; \*State Standards

IDENTIFIERS- \*Texas; \*Waivers

This report contains a synopsis of all public education waivers to improve student achievement granted to Texas school districts during the period from September 1, 1991 through August 31, 1992. The purpose of the waivers is to set aside a requirement or prohibition imposed by state law that inhibits student achievement. The state's educational governance philosophy is to allow districts maximum flexibility to develop processes and programs to achieve state standards for student achievement and to hold districts accountable. Following the introduction, the first section describes Texas Partnership Schools and how the waiver process applies to them. Subsequent sections offer descriptions and lists of waivers granted to school districts regarding staff development, course requirements, final examinations, certification, the Texas Teacher Appraisal System, textbooks, and other general waivers. The most prevalent waiver involved staff development, which allows a district or campus to conduct one or more days of staff development in lieu of student instruction. Numerous waivers were also granted in the areas of final examinations and course requirements. An index to waivers by district and a list of exceptions to maximum class size limitations are included. (LMI)

ED 359 643

EA 025 081

Vertiz, Virginia C.; Downey, Carolyn J.

The Quality Fit.

PUB DATE- 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Curriculum Evaluation; \*Educational Quality; Elementary Secondary Education; Evaluation Criteria; \*Organizational Development; \*Organizational Effectiveness; \*Organizational Theories; Standards

IDENTIFIERS- \*Deming Management Method; \*Downey Quality Fit Framework

This paper proposes a two-pronged approach for examining an educational program's "quality of fit." The American Association of School Administrators' (AASA's) Curriculum Management Audit for quality indicators is reviewed, using the Downey Quality Fit Framework and Deming's 4 areas of profound knowledge and 14 points. The purpose is to examine how the



DESCRIPTORS- Decentralization; \*Educational Change; Educational Innovation; Educational Policy; Elementary Secondary Education; Participative Decision Making; \*Resistance to Change; \*School Based Management; \*School Restructuring; \*State Action

IDENTIFIERS- \*Arizona

In 1990, the Arizona legislature initiated the Arizona School Restructuring Pilot Project. This report identifies local- and state-level barriers encountered in the first 2 years. Outcomes are presented for the 15 pilot schools--11 elementary and 4 high schools--that were selected in a competitive grant process. Data were collected through school self-evaluation surveys, telephone interviews with key participants, and onsite observations. The following local-level barriers are identified: lack of training/inservicing for key stakeholders; lack of knowledge concerning state laws, school board rules, and available resources; district actions to maintain uniformity; limited discretionary monies allocated to the school-level; and the impact of district-negotiated teacher contracts. State-level barriers included: restrictive certification requirements; numerous state-mandated instructional topics without adequate financing and support; excessive and redundant reporting requirements; an inequitable finance formula and budgetary restrictions; and restrictive teacher-dismissal laws with prolonged timelines. Given the resistance to state-mandated restructuring, it is suggested that state-level policymakers focus instead on empowering school-based personnel through information, training, and support. Recommendations are made for developing such an infrastructure of support. Nine figures are included. The appendix contains a list of participating schools and a funding summary for the pilot project. (LMI)

ED 359 664

EA 025 114

Bierlein, Louann; And Others

A National Review of Open Enrollment/Choice: Debates and Descriptions.

PUB DATE- Jul 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Admission (School); Educational Change; Educational Innovation; \*Educational Opportunities; Elementary Secondary Education; \*Nontraditional Education; \*Open Enrollment; Private School Aid; Private Schools; Public Schools; \*School Choice; School Restructuring; State Legislation; \*State Programs

This report examines the issue of educational choice in detail, beginning with a historical review and concluding with a look at the future of choice in the United States. Focusing on both opposing and supporting sides of the debate, this report examines equity issues, including access to information, adequate and appropriate transportation, fair and objective admission criteria, and segregation issues. Finance issues, such as the costs of including private schools, local funding concerns, and the notion of a flawed rewards-and-sanctions system, are reviewed. Common school and constitutional issues, the supremacy of private schools, and debates surrounding the bureaucratic entrenchment of public education are also highlighted. Information from experts and examples of actual programs are provided for each issue. School-choice programs have demonstrated continued program growth, few dramatic effects, and general parental satisfaction. Regarding the

EDRS Price- MF01/PC12 Plus Postage.  
PUB TYPE- Collected Works - Proceedings (021), Reports -  
Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Accessibility (for Disabled); Access to Information;  
\*Assistive Devices (for Disabled); Delivery Systems;  
\*Disabilities; Federal Legislation; \*Information Services;  
Information Systems; \*Information Technology; Publicity;  
\*Referral; State Programs; \*Technological Advancement;  
Telecommunications

Twenty-three papers address issues of access, case management, innovative computer applications, and information and referral in the use of information technology by individuals with disabilities and their families. The papers are: "Improving the Use of Information Technology by Individuals with Disabilities and Their Families" (William H. Graves); "The Struggle Toward a Comprehensive State-Wide Information System" (Robert W. Bass et al.); "Telecommunications Equipment and Services for People with Disabilities" (David Baquis); "AIRS & NSIT - Will the Tail Wag the Dog?" (Charles Juhn); "Organizing Assistive Technology Information Centers" (Marian Hall); "Implementing PL 99-457's Childfind Component With the Help of Electronic Data Manipulation" (Coleman Poses); "Assistive Technology Terms and Concepts" (Janie B. Scott); "Automation of Targeted Care Management" (Deborah W. Coble, Steven Massey); "Development of an Agency-Wide Plan to Establish an Electronic Communication System and Better Integrate Information Technology" (Isaac Joyner, Darold Klauk); "Computer Training for the Health Care Professional" (Alan M. Kaplan et al.); "The South Carolina Commission on Aging: An Automated Statewide System of Case Management for the Elderly of South Carolina" (Matthew Lynch et al.); "An Innovative Approach for the Selection of Children with Severe Emotional Disturbances" (Wendell Price et al.); "Are Applications for a Computer-Based System Designed to Provide Linkages Between the Health Science Center and Remote or Rural Health Care Providers and Health Care Recipients?" (Sherald A. Ramirez, Judith Flagle); "Integrating Information and Referral With Client Tracking Systems" (Jacquelyn Vincson U'Deen, Edward Hamlin); "Tracking System for At-Risk & Disabled Infants: A Model for Service Coordination" (Duvon Winborne); "Computer Technology and Leisure Skills" (Gordon St. Michel, Robert Cunningham); "Using Laser Videodiscs and DVI (Digital Video Interactive) to Develop Visual Databases" (Ronald Thorkildsen); "Systematic Approaches to Data Acquisition and in Information and Referral, or 'What Do You Mean, Expect a 10% Return Rate?'" (Robert W. Bass); "Publicizing Your Information and Referral Program" (Clarice Eichelberger); "Getting the Word Out: Publicizing Your Information and Referral Service" (Duane Gimbel); "Developing Information and Retrieval Software: It's a People Process" (George Jones); "Achieving Consent: Delaware's Integrated Service Information System" (Roseanne Griff-Cabelli); and "Beyond Information and Referral: Are There Other Benefits to Having a Statewide Information and Referral System?" (Melinda Grubbs). A list of exhibitors is provided. (DB)

ED 359 684

EC 302 244

Burns, Edward

A Manual for Single Switch and Adaptive Software Programming.  
Computer Applications for Students with Physical, Sensory,  
Developmental, and Learning Disabilities.

PUB DATE- 90

NOTE- 218p.

LANGUAGE- English

a variety of variables are systematically manipulated to observe effects on communicative performance). The third section delineates the goals associated with form, function, and context which facilitate decision making. Concerns about utilization and dissemination of innovative assessment practices are addressed in the fourth section, including: (1) what is known about communication assessment practices for this population; (2) methods of disseminating the knowledge base to practitioners; (3) the role of "best practices" in dissemination and utilization; and (4) prioritization of assessment practices. Attachments include examples of communication interviews, an observational recording protocol, structured protocols for evoking specific communicative functions, and an intuitive analysis of variables relevant to teaching social greetings. (Lists 52 references and 13 additional resources.) (Author/DB)

ED 359 702

EC 302 262

Miranda, Pat; Calculator, Stephen  
Enhancing Curricular Designs.

PUB DATE- May 93

NOTE- 29p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p253-280. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communication Aids (for Disabled); \*Communication Disorders; Communication Skills; \*Curriculum; \*Delivery Systems; Educational Needs; Elementary Secondary Education; Eligibility; Mainstreaming; \*Severe Disabilities; Social Integration; Student Development; \*Student Educational Objectives

IDENTIFIERS- \*Augmentative Alternative Communication

This paper addresses the involvement of students with severe communication disorders in school curricula. First, current best practices regarding eligibility for augmentative and alternative communication (AAC) services are addressed. This is followed by a discussion of whether students who use AAC systems should be educated in regular or special classrooms and the types of curricula that should be used with them. Finally, delivery issues and strategies for enhancing student involvement in regular curricula are detailed. Eight major recommendations are made which address the following areas: (1) eligibility of all students with severe communication disorders for AAC intervention; (2) full integration in the regular classroom as a constant goal; (3) use of the regular education curriculum for goal setting and longitudinal planning; (4) individualization of communication goals based on functional assessment; (5) systematic efforts to increase opportunities for the child to interact with nondisabled people; (6) provision of communication instruction by a variety of personnel in classroom and community settings; (7) determination of communication goals by consensus of parents, student, and professionals; and (8) development of innovative and individualized interventions when students fail to participate in and benefit from the regular curriculum. (Includes lists of 36 references and 56 additional resources.) (Author/DB)

ED 359 703

EC 302 263

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - General  
(050)

DESCRIPTORS- \*Agency Cooperation; \*Block Grants; Child  
Development; Child Welfare; \*Day Care; Eligibility; Family  
Programs; Federal Aid; \*Federal Programs

IDENTIFIERS- \*Child Care and Development Block Grants

This fact sheet examines the Child Care and Development Block  
Grant (CCDBG) program established by the U.S. Congress in 1990  
to support families by increasing the availability,  
affordability, and quality of child care. It outlines the  
program's funding level, eligible grantees of CCDBG funds,  
regulatory requirements, family eligibility, and payment of  
funds. The fact sheet emphasizes the possibility of  
collaboration between crisis nursery and respite care programs  
and CCDBG grantees, in order to ensure that families are  
supported as effectively as possible. It identifies eight  
potential areas of collaboration. Contains three references.  
(JDD)

ED 359 723

EC 302 286

Montgomery, Becky; And Others

Crisis Nursery Services--Responding to Parental Concerns. ARCH  
Factsheet Number 20.

SPONS. AGENCY- Administration for Children, Youth, and Families  
(DHHS), Washington, D.C.

PUB DATE- Mar 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Anxiety; \*Child Abuse; Child Welfare; \*Crisis  
Intervention; Day Care; Family Problems; \*Human Services;  
\*Parent Attitudes; Parent Counseling; Parent Responsibility;  
\*Parent Role; \*Prevention; Program Development

IDENTIFIERS- \*Crisis Child Care

Crisis nursery programs were developed to offer temporary relief  
from child care responsibilities for parents experiencing a  
crisis or extreme stress. While the programs focus on being  
helpful and supportive, they may seem threatening to some  
parents. Service providers need to understand parents' fears  
and concerns about using crisis nurseries and to offer services  
that are sensitive to parental needs and responsibilities.  
Parents' concerns include: their roles and responsibilities  
while using crisis nursery services; separation from their  
children; the child's safety; worry that the child may not want  
to return home; confidentiality of family information; and  
worry that they are giving up their rights to their child.  
Successful crisis nursery services are those that build trust,  
provide support, build communication, and are family focused.  
(JDD)

ED 359 724

EC 302 287

Braza, Kathleen

Families and the Grief Process. ARCH Factsheet Number 21.

SPONS. AGENCY- Administration for Children, Youth, and Families  
(DHHS), Washington, D.C.

PUB DATE- Mar 93

staff development, and school and home collaboration. The manual defines a "team" as a set of interpersonal relationships structured to achieve established goals. Members of the student planning team are listed. Essential elements of effective teams are discussed, including positive interdependence, face-to-face interaction, individual accountability, development of collaborative skills, and group processing. Appendixes provide team activities, various team forms, a team member checklist, and a team self-evaluation checklist. (Contains 18 references.) (JDD)

ED 359 743

EC 302 493

Ross, Pat O'Connell; And Others

National Excellence: A Case for Developing America's Talent.

PUB DATE- Oct 93

NOTE- 42p.; Foreword by Richard W. Riley, Secretary of Education.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ability Identification; Comparative Education;

\*Definitions; Early Childhood Education; Educational

Assessment; \*Educational Needs; \*Educational Objectives;

Educational Quality; Elementary Secondary Education;

\*Excellence in Education; Expenditure per Student; Futures (of

Society); \*Gifted; Gifted Disadvantaged; Special Education;

\*Talent; Talent Identification

IDENTIFIERS- Javits Gifted and Talented Students Act

This report on the educational needs of American gifted and talented students identifies indicators of an educational crisis, describes the current status of education for these students, and presents recommendations to meet the educational needs of these students. Indicators demonstrating the need for change include the relatively poor performance by American students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests. Recent studies have shown that gifted and talented elementary school students have mastered 35-40% of the curriculum in five basic subjects before they begin the school year; most regular classroom teachers make few, if any, provisions for talented students; highest achieving students study less than an hour a day; and only 2 cents out of every \$100 spent on K-12 education supports special opportunities for talented students. A review describes how gifted and talented students are currently identified, the number of students served, the kind of support available, the kind of education most gifted and talented students receive, and characteristics of effective programs for these students. Seven recommendations are offered: (1) set challenging curricular standards; (2) establish high-level learning opportunities; (3) ensure access to early childhood education; (4) increase learning opportunities for disadvantaged and minority children with outstanding talents; (5) broaden the definition of gifted (a broadened definition based on the federal Javits Gifted and Talented Education Act is offered); (6) encourage appropriate teacher training and technical assistance; and (7) match world performance. (Contains 43 references.) (DB)

ED 359 744

FL 020 283

Snyder, Sharon, Ed.; And Others

Strategy Notebook: A Compilation of Open-Ended Instructional

Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143), Opinions/Personal  
Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Cognitive Processes; \*Employment; Foreign Countries;  
\*Word Processing; \*Writing (Composition); \*Writing Processes  
IDENTIFIERS- \*Work Habits

This study investigated the writing habits of seven professionals who regularly use word processing to compose texts at work. The aim of the investigation was to get some idea of the variation to be found in how these writers use word processing to compose longer texts (four pages or more). Subjects noted advantages of word processing, such as the ability to work on a text for short periods of time and the ability to compose text in a nonlinear fashion. Implications for the writing process of computer-adapted composing strategies include a decrease in planning activities associated with writing and changes in the process of achieving text coherence. (JP)

ED 359 768 FL 020 833

Eklundh, Kerstin Severinsson  
The Use of "Idea Processors" for Studying Structural Aspects of Text Production.

PUB DATE- Apr 92

NOTE- 18p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Cognitive Processes; Foreign Countries; Language Research; Language Styles; Structural Analysis (Linguistics); Text Structure; \*Word Processing; Writing (Composition); \*Writing Processes

Word processors have been shown to favor a local perspective over a global perspective on the text during writing. Recently, advanced outline processors or "idea processors" have appeared that allow the writer to represent and handle structural aspects of a text so that the writer may compose the text within an outline and experiment with different organizations of the ideas during the process. Data are presented from case studies of writers who used an idea processor for writing long, complex texts. Results suggest that the use of an idea processor may encourage writers to focus early on global properties of the text. Specific properties of the idea-processing program that may affect the writing process are discussed, as well as the compatibility of idea processors with different writing tasks and writer styles. (Author/JB)

ED 359 769 FL 021 184

Papandreou, A. P.  
The Projects Strategy in Curriculum and Instruction.

PUB DATE- 11 Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (7th, Cyprus, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches,

(ED), Washington, DC.

PUB DATE- 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Bilingual Education Programs; \*Cultural Pluralism; Elementary Education; Elementary School Students; English (Second Language); \*Interpersonal Relationship; \*Limited English Speaking; Mathematics Instruction; Parent Attitudes; Program Descriptions; Program Effectiveness; Program Evaluation; Self Esteem; Self Evaluation (Individuals); Spanish; Student Attitudes; Teacher Attitudes

IDENTIFIERS- \*Amigos Program MA; Cambridge Public Schools MA; \*Two Way Bilingual Education

The progress report on the Amigos two-way bilingual education program in the Cambridge (Massachusetts) public schools describes: research on the achievement in mathematics, Spanish, and English of Amigos students and students in control/comparison groups; data gathered on students' and parents' attitudes toward bilingualism and biculturalism; student's self-assessments of academic competence and self-esteem; teachers' judgments of students' academic competence and self-esteem; and social-interactional patterns among Amigos students from different ethnic backgrounds. Features and policies of the program are described in a discussion of the results. It was concluded that Spanish and English language skills had improved steadily in participants of the Amigos, transitional bilingual, and standard English-only programs, but that Amigos students had not suffered any academic loss in mathematics or English despite having only half their instruction in English. By grade 3, Amigos students developed classroom friendships independent of race or ethnicity. While English-Amigos and English controls had favorable views of bilingualism, the Spanish-Amigos were most favorable. Spanish-Amigos also rated themselves highest in personal satisfaction. A tabulation of survey responses and a brief bibliography are appended. (MSE)

ED 359 788

FL 021 317

Grosse, Christine Uber; And Others

Testing the Limits of Proficiency: The ACTFL OPI and FL Departments.

PUB DATE- Nov 92

NOTE- 31p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (26th, Rosemont, IL, November 20-22, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Second Language Programs; College Seniors; Curriculum Development; Degree Requirements; Departments; French; German; Higher Education; Italian; Japanese; \*Language Proficiency; \*Language Tests; \*Majors (Students); \*Rating Scales; Russian; Second Language Instruction; Spanish; Testing; \*Test Use

IDENTIFIERS- \*ACTFL Oral Proficiency Interview

A study investigated: (1) the average language proficiency level as determined by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) attained by 271 college seniors majoring in 6 languages (Spanish, French, Russian, German, Japanese, Italian); (2)

PUB DATE- Jun 92

NOTE- 117p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Adult Programs; Canada Natives; \*Change Strategies; \*Educational Needs; Educational Policy; Educational Research; Educational Resources; Foreign Countries; Guidelines; Immigrants; \*Literacy Education; Needs Assessment; Policy Formation; \*Program Improvement; Questionnaires; \*Research Needs; State of the Art Reviews

IDENTIFIERS- \*Canada; Workplace Literacy

This study examined current initiatives related to adult literacy in Canada. A literature search, interviews with government personnel, telephone surveys, faxed questionnaires, and interviews with key individuals were used to assess four kinds of initiatives (teaching/learning opportunities, support to programs, policy development, and advocacy/public education) directed at four target groups: basic illiterates, illiterates in the workforce, immigrants, and aboriginal groups. The unmet needs and issues of concern to Canada's literacy education community were identified, and 12 recommendations were developed from the perspective of adult literacy stakeholders. The overview and needs assessment confirmed that Canada's adult literacy problem is a national, expensive, long-term, and complicated problem requiring national leadership and coordination to support and increase the involvement of the literacy community, researchers, policymakers, and advocates in the development and implementation of a national policy on adult literacy and basic education that incorporates the complex nature of literacy as an educational, social, economic, and political issue. Appendixes include details of the data-gathering methodology, an inventory of research in Canada, a sampling of Canadian literacy resources, a 31-item annotated bibliography, the faxed literacy community survey, and guidelines for creating an adult literacy policy. (Contains 118 references.) (MN)

ED 359 330

CE 063 587

Workforce & Workplace Literacy. Selected References. Revised.

PUB DATE- Apr 93

NOTE- 10p.; Revises ED 344 075.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; \*Adult Reading Programs; Annotated Bibliographies; \*Basic Skills; Educational Needs; Functional Literacy; Futures (of Society); Job Skills; \*Labor Force Development; \*Literacy Education; Needs Assessment; Occupational Surveys; On the Job Training; Position Papers; Program Development; Program Guides; Program Implementation; Research Reports

IDENTIFIERS- \*Workplace Literacy

This annotated bibliography describes 42 documents dealing with work force and workplace literacy. Annotations are provided for 17 how-to guides and assessment tools, 19 policy reports and research papers, and 6 surveys. The following are among the topics covered in the individual documents described: job-related literacy training, basic skills in the workplace, worker-centered learning, employer-provider training partnerships, the Comprehensive Adult Student Assessment System



Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 91

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Allied Health Occupations Education; Attendants; Behavioral Objectives; Competency Based Education; \*Home Health Aides; \*Job Skills; \*Nurses Aides; Nursing; Occupational Information; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; Secondary Education; State Programs; Statewide Planning

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a patient care assistant program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides, student organization participation, and a sample student code of ethics statement. A section on professional considerations lists certification coverage for patient care assistant and professional organizations and support services. The final section lists the following instructional resources: information on a test item bank, sources of print and audiovisual materials and software, instructor-recommended materials, and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 349

CE 063 946

Receptionist and Communication Systems Operation. Florida

Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 91

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; \*Business Communication; Competency Based Education; \*Job Skills; Keyboarding (Data Entry); Occupational Information; \*Office Occupations Education; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; \*Receptionists; Secondary Education; State Programs; Statewide Planning; Telephone Usage Instruction

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a receptionist and communication systems operation program. An occupational

Curriculum; \*Vocational Education

The traditional sharp distinction between vocational and academic education has come under increasing criticism for a number of reasons, including growing recognition of the failure of conventional curriculum and modes of instruction to respond to the ways in which students actually learn and increased awareness of the social, economic, and political consequences of a differentiated and hierarchically organized curriculum. Response to the criticism has been generally consistent with greater integration of vocational and academic education and has included academic "intensification" of vocational course offerings, transformations in the teaching of academic subjects, and reforms in the social organization of schooling. Vocational education has itself contributed the following to the reform of secondary education: broadened definitions of work education, instructional practices that bridge theory and application, practices of authentic assessment, and a history of engaging disengaged students. The following questions must be answered before the subject organization of high schools can be revamped and work education can be transformed: Which activities and topics of high school education are essential? Which elements of the academic curriculum "count" as work education? How are the goals of vocational and academic education in competition and conflict with one another? (Contains 88 references.) (MN)

ED 359 366

CE 063 983

Vocational Education in Japan and Texas. Policy Research Project Report 100.

SPONS. AGENCY- Japan - U.S. Friendship Commission, Washington, D.C.; Texas Guaranteed Student Loan Corp., Austin.

PUB DATE- 92

NOTE- 107p.; A report by the Policy Research Project on Fighting Crime and Improving Education in Japan and Texas.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accreditation (Institutions); Community Colleges; Comparative Analysis; Educational Economics; \*Educational Finance; \*Educational Practices; Foreign Countries; Government Role; High Schools; Parent Financial Contribution; Postsecondary Education; Proprietary Schools; Questionnaires; State Surveys; Student Certification; \*Student Costs; \*Student Financial Aid; Student Loan Programs; Tables (Data); \*Vocational Education; Vocational High Schools

IDENTIFIERS- \*Japan; \*Texas

The divergent cultural patterns, philosophies of education, and basic structures of government in Japan and the United States have resulted in distinct differences between the educational systems of the two countries. The national government strictly regulates all aspects of Japanese education (including student achievement levels and the competencies taught in training programs), whereas education in the United States is characterized by relatively low levels of federal intervention. About 50 percent of the material covered by Japanese vocational students is on general academic subjects; vocational programs in the United States focus largely on specific technical skills. The Japanese government provides financial assistance directly to educational institutions, which in turn require lower tuition rates from students than those required in the United States. Unlike Japan, the United States supplies significant amounts of educational assistance through

of the respondents had a moderately low to low level of knowledge about such careers. Students with higher levels of career knowledge were more likely to have positive attitudes toward nontraditional careers. Older students, students enrolled in vocational-technical schools, unmarried childless students, and Caucasian and African-American students were most knowledgeable about nontraditional careers. Males, older students, and students enrolled in comprehensive schools were less likely to be accepting in their attitudes toward females in nontraditional roles. Unmarried and Caucasian respondents were more likely to be accepting toward nontraditional careers. Activities such as nontraditional career bulletin boards, role model panels, field trips, and information sessions for guidance counselors were recommended as ways of increasing students' knowledge and acceptance of nontraditional careers for females. (MN)

ED 359 384

CE 064 016

Schmidt, B. June; Jennings, Carol L.  
A Chronology of Business Education in the United States 1635-1990. 1990 Update and Revisions.

PUB DATE- 90

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- \*Business Education; \*Educational Change; Educational History; \*Educational Innovation; Educational Practices; Instructional Materials; Office Machines; Periodicals; Postsecondary Education; Professional Associations; Program Development; Secondary Education; Teaching Methods

IDENTIFIERS- \*United States

This chronology outlines 189 key events in the history of business education in the United States from 1635 to 1989, inclusively. Among the types of business education-related developments chronicled are the following: the first time specific types of business courses were offered at specific instructional levels and at specific types of institutions; the establishment of major business education schools, programs, and awards; the invention of various types of office machines; the passage of federal legislation pertaining to business education and financial support for such education; the founding of various business-related publications; the development of key instructional methods used in business education; the writing of important business-related textbooks; and the founding and activities of important business education-related professional associations and related committees. Also included in the chronology are 119 selected references, a glossary of abbreviations, and an appendix listing the recipients of 18 different business education-related awards. (MN)

ED 359 385

CE 064 017

Hosler, Russell J.; Hosler, Mary Margaret  
The History of the National Business Education Association.

PUB DATE- Aug 92

NOTE- 196p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060), Books (010)

DESCRIPTORS- \*Business Education; \*Educational History; \*National

college. Section I is a model of how to integrate health and safety into a vocational-technical curriculum. Based on the Outcomes-Based Guidelines developed by the Kansas State Board of Education, this section outlines a mechanism for curriculum development in the classroom. Four chapters cover the following subjects: the curriculum planning process, outcomes of integrated school health and safety programs, implementation of the health and safety education curriculum plan, and evaluation. Section II describes a pilot project for an automotive technology course. It presents curricula and lesson plans using the methods and materials identified in the model in Section I. They are: a course syllabus (description, specifications, topical outline, objectives, task list, and lesson plan) for shop safety and hand tools; suggested topics for a series of seminars on health and safety; and a welding lesson plan (objectives, task list, topical outline, and test). Section III provides guidance for establishing two laboratory-based activities: developing a health and safety program in the laboratory of the relevant technology and establishing a health and safety committee, both for the school and the laboratory. Section IV discusses how individuals learn and lists materials purchased for the project. Section V lists nine resources for automotive technology and contains an eight-item bibliography, surveys, and the Kansas guidelines. (YLB)

ED 359 404

CE 064 065

Lightner, John W.

A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.

PUB DATE- 93

NOTE- 173p.; M.S. Thesis, Ferris State University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- \*Audio Equipment; Community Colleges; \*Education Work Relationship; \*Employer Attitudes; Employment Potential; \*Employment Practices; \*Employment Qualifications; \*Entry Workers; Higher Education; Job Skills; Labor Needs; Two Year Colleges

IDENTIFIERS- Lansing Community College MI

A community college conducted a study to determine how employers perceived formal education for audio professionals--both baccalaureate and associate degrees from community colleges, employers' training needs, how they judged entry-level employees' qualifications, and the availability of internships and entry-level employment. The study surveyed 564 audio professionals in an 8-state region, with 154 (27 percent) responses. The survey found that most employers (recording studios) were very small (three or fewer full-time employees with about the same number of part-time and contract employees). A predominant finding is that industry practitioners want the schools to form attitudes as well as technical skills. Respondents cited the need for "people skills" above technical skills; thinking skills were also requested. Most wanted applicants to have a bachelor's degree or at least 2 years experience past a two-year degree. Employers also tended to emphasize the traditional studio gear, indicating that these smaller studios have not been able to upgrade to the technological advances in the industry. The outlook for entry-level jobs was not good, and employers also did not like to use interns. Four conclusions were reached: the

Entry Workers; Food Service; \*Hospitality Occupations; Job Skills; Postsecondary Education; Program Guides; \*Program Implementation; Secondary Education; State Standards; Student Evaluation; Teaching Methods

IDENTIFIERS- Florida

This program guide is intended for the implementation of a hospitality management program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for hospitality management courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, instructional approach, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organizations); teacher professional development and professional organizations; and instructional resources (a listing of 48 resources and references, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

ED 359 423

CE 064 126

Brockett, Ralph G.; Hiemstra, Roger  
Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.

PUB DATE- 91

NOTE- 276p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- \*Adult Education; Adult Learning; Adult Students; Classroom Techniques; Educational Research; Learner Controlled Instruction; \*Lifelong Learning; \*Personal Autonomy; \*Self Determination; Teaching Methods

This book provides a comprehensive synthesis of major developments, trends, issues, and practices relative to self-direction and adult education and offers strategies that have direct application to practice. Its intended audiences are practitioners and professors, students, and researchers in adult education. Part I is an introduction. Chapter 1 presents scenarios for three types of learners to illustrate that self-direction is a way of life and discusses popular myths that have helped to create confusion about self-direction and its potential for adult learners. Chapter 2 defines self-direction and offers a model to clarify the concept. Three chapters in Part II examine critically the research literature on self-direction. The two chapters in Part III are intended to bridge theory and practice. They present strategies for facilitating self-directed learning as an instructional method and for enhancing learner self-direction as an aspect of adult personality. Four chapters in Part IV address major issues for practice: self-direction in institutionally based adult education programs, policy issues, international perspectives on self-direction, and ethical issues. The two chapters in Part

the workshop. (Author/NB)

ED 359 444

CG 024 907

Russell, C. Denise; Ellis, Jon B.  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They  
Affect Attitudes Towards Homosexuals.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the Annual Meeting of the  
Southeastern Psychological Association (39th, Atlanta, GA,  
March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; \*Anxiety;  
Higher Education; Homophobia; \*Homosexuality; Negative  
Attitudes; \*Religious Differences; Sex Differences; \*Sexuality;  
Student Attitudes; Undergraduate Students

Homophobia is a term used to describe irrational fears about,  
prejudice, and discrimination against homosexuals. Past  
research has shown that religious people were more homophobic  
than nonreligious ones and that these same individuals were  
more likely to have a high level of sex anxiety. In recent  
research, it has been found that with the onset of Acquired  
Immune Deficiency Syndrome (AIDS) in the gay community,  
negative attitudes against homosexuals have increased. This  
study examined the relationship between homophobia, AIDS  
attitudes, sexual anxiety, religion, and gender. Undergraduate  
students (N=144) completed a demographic questionnaire and the  
Attitudes Toward Lesbians and Gay Men Scale, the Religious  
Attitude Scale, the Sex Anxiety Inventory, and a modified  
version of Diclemente's AIDS knowledge and attitude scale.  
Findings revealed main effects for religiosity, sex anxiety,  
and AIDS attitudes. Subjects who described themselves as  
religious were more homophobic than nonreligious subjects;  
subjects who scored high on sexual anxiety were more homophobic  
than ones scoring low on sexual anxiety; and subjects with  
negative attitudes about AIDS were more homophobic than those  
with positive attitudes. The hypothesis that heterosexual men  
would be more homophobic than heterosexual women was not  
supported. (NB)

ED 359 445

CG 024 908

Ingram, Ellen; Ellis, Jon B.  
Attitudes of Suicidal Ideators and Non-Ideators toward Suicide.

PUB DATE- Mar 93

NOTE- 23p.; Paper presented at the Annual Meeting of the  
Southeastern Psychological Association (39th, Atlanta, GA,  
March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; \*Cancer;  
Chronic Illness; College Students; \*Depression (Psychology);  
Higher Education; \*Schizophrenia; Sex Differences; \*Student  
Attitudes; \*Suicide; Terminal Illness

IDENTIFIERS- \*Suicide Ideation

This study was conducted to investigate attitudes that people  
hold about a hypothetical suicide victim in different  
situations. These situations depicted the victim in a scenario  
as either having cancer, Acquired Immune Deficiency Syndrome

partners' work role characteristics, and family-oriented personnel policies. This study was conducted to clarify links between job conditions, work/family interferences (conceptualized as a multidimensional phenomenon which has both structural and psychological components), and family outcomes, and to identify those aspects of the work environment that are most highly associated with work/family interferences. The Work and Family Questionnaire was administered to 120 women and 93 men employed as clerical staff, managers, and scientists in an industrial firm employing 2,500 workers. The findings suggest a significant relationship between supervisor sensitivity and work/family interferences. Job characteristics were found to affect psychological spillover, parenting, and job interference. The data revealed no significant main effects for work/family interference variables by gender and parental status after controlling for age, personal and family income, education, job position, and spouse work hours. Neither sex nor parental status were significantly associated with reports of personal interference, job interference, marital interference, or psychological spillover. (Contains 37 references.) (NB)

ED 359 464

CG 024 928

Schalesky, Deborah Elaine

A Local Study of the Roles and Functions of the Secondary School Counselor.

PUB DATE- Jul 93

NOTE- 115p.; Master's Thesis, Fort Hays State University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; Counselor Educators; \*Counselor Role; \*High Schools; Parent Attitudes; \*Role Perception; \*School Counselors; Student Attitudes; Teacher Attitudes

This study was conducted to investigate the perspectives of the various populations served by the secondary school counselor concerning the roles and functions of that counselor. The Counselor Roles and Functions Questionnaire was administered to 9 counselors, 8 administrators, 56 teachers, 14 counselor educators, 178 students, 26 parents, 14 businesses, and 4 school board members. The scores for the six subscales (Counseling; Consulting; Development/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; and Administrative and Clerical) and the Total score were employed as dependent variables. The findings suggest that counselors and counselor educators rated the roles and functions of Counseling higher than did school board members. Counselors and counselor educators also rated the roles and functions of Consulting higher than did administrators. Counselors rated the roles and functions of Developmental/Career Guidance higher than did administrators and teachers. School board members rated the roles and functions of Guidance Program Development, Coordination, and Management higher than did students and businesses, and counselors and counselor educators rated these roles and functions higher than did businesses. Students rated the roles and functions of Administrative and Clerical higher than did counselors and counselor educators, and counselors rated these roles and functions higher than did counselor educators. Counselors and counselor educators rated the roles and functions of Consulting higher than did administrators and teachers. (NB)

Johnson, Paul  
Literacy through the Book Arts.

PUB DATE- 93

NOTE- 163p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Art Activities; Art Education; Books; Class Activities; Creative Expression; \*Language Arts; Reading Instruction; Visual Arts; Visual Learning; Written Language

IDENTIFIERS- \*Bookmaking; Literacy as a Social Process; Origami

This book, a guide for adults to help children create their own original and creative books, demonstrates how constructing (writing and editing) their own books can be an engaging and highly educational experience for children. The book uses simple, easy-to-follow instructions to demonstrate how scores of different book forms can be made from a single sheet of paper, using only pens and a pair of scissors. The original children's books reproduced in the book serve as frozen episodes in each child author and illustrator's evolving experience of communicating. Chapters included in the book are: (1) The Book Puzzle; (2) The Two Literacies; (3) The Psychology of the Fold; (4) The Concertina Explicated; (5) The Concertina Expanded; (6) The Extended Concertina; (7) The Origami Continuum; (8) Origami Themes and Variations; (9) Origami Pop-Up Book; and (10) Making Books Work (subtopics include Using Art Materials; The Book Arts and the Computer Sciences; and Evaluating Book Art Projects). Numerous illustrations are included. (SAM)

ED 359 485

CS 011 327

Weaver, Constance; And Others

Theme Exploration: A Voyage of Discovery.

PUB DATE- 93

NOTE- 239p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Childrens Literature; Elementary Education;

Elementary School Students; Elementary School Teachers; Grade 1; Grade 4; Metaphors; Robotics; \*Thematic Approach; Theory Practice Relationship; Units of Study; Weather; \*Whole Language Approach

IDENTIFIERS- Emergent Literacy

This book, presented as a conversation among its three authors, offers strategies for theme exploration in whole language classrooms and focuses on the first and fourth grades. The book asserts that exploring a theme with students is the epitome of whole language teaching because students develop language and literacy best when they use language to gain understanding of a wide range of topics, themes, and concepts. The book's first section describes how a unit on robots became a journey of theme exploration; offers a definition of whole language principles and goals; and describes one teacher's journey from a basal to a whole language approach. The following section



"Learning together in the Resource Room" (Patricia Tefft Cousin and Alane Lancaster); (11) "Whole Language and the ESL Classroom" (Lia Ridley); (12) "Language Learning through Family History" (Phyllis E. Whitin); (13) "Learning on the Job: Whole Language in a Middle School Remedial Program" (Betty Ann Slesinger); (14) "'I Have Never Read Five Books before in My Life': Reading and Writing Naturally in High School" (Donelle Blubaugh); (15) "We Call It Good Teaching" (Diane Stephens and others); and (16) "Whole Language: Starting New Conversations" (John McInerney and Jerome C. Harste). (RS)

ED 359 502

CS 011 357

Davidson, Judith

Bakhtin as a Theory of Reading. Technical Report No. 579.

PUB DATE- Aug 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; Discourse Analysis; Elementary

Secondary Education; \*Language Role; \*Literary Criticism;

Reader Response; Reader Text Relationship; \*Reading; Reading

Research

IDENTIFIERS- \*Bakhtin (Mikhail); \*Reading Theories

This paper examines the work of Russian literary critic M. M. Bakhtin as a theory of reading. Focusing on two critical essays, "Discourse in the Novel" and "The Problem of Speech Genres," the paper demonstrates how Bakhtin addresses the three elements of a reading theory--language, representation, and interpretation. Next, the paper compares Bakhtin's theory of reading to those theories of reading put forth by four prominent reader-response critics, Louise Rosenblatt, Stanley Fish, John Swales, and Mary Louise Pratt. The paper concludes with a discussion of the directions in which this analysis of Bakhtin's ideas might lead in reformulating current thinking about reading. (Contains 16 references.) (Author/RS)

ED 359 503

CS 011 358

Guthrie, John T.; And Others

Influences of Instruction on Amount of Reading: An Empirical

Exploration of Social, Cognitive, and Instructional Indicators.

Reading Research Report No. 3.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Factor Analysis; Family Influence; Intermediate

Grades; Path Analysis; Predictor Variables; \*Reading Habits;

\*Reading Instruction; \*Reading Interests; Reading Research;

Secondary Education; Social Influences

IDENTIFIERS- \*Reading Behavior

A study examined the association of reading instruction with the amount and breadth of students' reading activities, taking account of social, cognitive, and home factors in the educative process. A secondary analysis of a large national data base for students aged 9, 13, and 17 was conducted. Using answers from student questionnaires, conceptual criteria and factor analysis identified five constructs (such as study strategies) for 9-year-olds, eight constructs for 13-year-olds, and nine

Hawisher, Gail E., Ed.; Selfe, Cynthia L., Ed.  
CCCC: Bibliography of Composition and Rhetoric, 1991.

PUB DATE- 93

NOTE- 234p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; \*College English; English Instruction; Higher Education; \*Rhetoric; Scholarship; Student Evaluation; Teaching Methods; \*Verbal Communication; \*Writing (Composition); \*Writing Research

IDENTIFIERS- English Teachers; Research Synthesis

Focusing on work of interest to college English teachers and researchers, this book offers an annual classified listing of scholarship on written English at the college level. The book cites 1,925 articles, books, dissertations, and papers that, with few exceptions, were published during the 1991 calendar year. The bibliography lists each work only once, but it descriptively annotates all citations, cross-references them when appropriate, and indexes all authors and editors. It includes works that treat written communication, the processes whereby human beings compose and understand written messages, and methods of teaching people to communicate effectively. Listings are in five categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; and testing, measurement, and evaluation. A subject index and name index conclude the volume. (RS)

ED 359 523

CS 213 909

Rubin, DonnaLee

Gender Influences: Reading Student Texts. Studies in Writing & Rhetoric.

PUB DATE- 93

NOTE- 175p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Evaluation Problems; \*Freshman Composition; Higher Education; Reader Response; \*Sex Bias; \*Student Evaluation; Teacher Expectations of Students; Teacher Response; \*Writing Evaluation; Writing Teachers

IDENTIFIERS- \*Gender Issues; Reader Writer Relationship; Reading Behavior

Demonstrating that gender perceptions and expectations can influence assessment decisions that seem neutral on the surface, this book examines the responses of 31 freshman composition teachers to student writing. The book shows the negative effects of gender biases on assessment. For writing instructors to increase their sensitivity to gender issues in assessment, the book recommends that they self-consciously engage in "responsive reading" that occurs when the teacher reads with an eye toward providing supportive feedback and dialectic exchange. Chapters in the book are: (1) Gender and Reading: Theoretical Indications; (2) Gender Patterns: Reading Student Texts; (3) Gender and Writing Teachers: The Maternal Paradigm; and (4) Gender and Teaching Writing: Conclusions, Implications, and Guidelines. A brief discussion of reader response theorists, seven student essays, and oral responses are attached. (RS)

Colleges; Writing Research  
IDENTIFIERS- Criminal Justice; Westmoreland County Community College PA; Writing Contexts

A study identified and compared writing needs of graduates of Criminal Justice and Drafting and Design programs at Westmoreland County, Pennsylvania, Community College (WCCC). Subjects, 115 graduates of the programs from 1972 through 1990, completed surveys. A total of 310 questionnaires were sent, for a return rate of 37%. Results indicated that: (1) writing is important to graduates of both programs, but significantly more (95%) WCCC criminal justice (CRJ) graduates than drafting and design graduates (40.9%) rated writing very important; (2) 95% of the CRJ graduates reported writing on the job every day compared to 63.6% of drafting graduates; (3) a significantly larger proportion of CRJ graduates reported preparing narratives, formal reports, and letters; (4) a significantly larger proportion of drafting graduates reported preparing instructions; (5) a significantly larger proportion of CRJ graduates than drafting graduates reported writing for readers inside their organizations; (6) 89% of graduates of both programs rated accuracy, clarity, and organization as very important; and (7) 90% of the CRJ graduates compared to 45.5% of drafting graduates recommended a second-level college writing course specifically targeted at their field. Findings suggest that writing is an important and frequent on-the-job activity of both groups. Recommendations include implementation of a writing course designed specifically for criminal justice majors and placement of more emphasis upon the importance of writing to all graduates of technical programs. (Twelve tables and 9 figures of data are included; 20 references, the pre-contact letter, the cover letter and questionnaire, and the follow-up postcard are attached.) (RS)

ED 359 543

CS 213 934

Westcott, Warren, Ed.; Westcott, Holly, Ed.  
Carolina English Teacher 1992/1993.  
PUB DATE- 92

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)

DESCRIPTORS- Creative Writing; Elementary Secondary Education;

\*English Instruction; Higher Education; \*Integrated Activities;

\*Journal Writing; Language Arts; Literature Appreciation;

\*Writing Instruction

IDENTIFIERS- English Teachers

This yearbook presents seven articles on topics of interest to teachers of language and literature at all levels, kindergarten through college. Articles are: "Fourth Grade Shakespeare" (Mary McNulty); "What's That There in Your Crystal Ball?: Using Journals to Make Predictions" (Katie Wood); "The University English Professor in the High School English Classroom" (Stanley Rich); "Against 'Excellence': An Approach to Teaching Creative Writing" (David Starkey); "At the End: Moving towards Reading and Writing Integration in High School Language Arts" (P. L. Thomas); "Putting Correctness in Its Proper Place" (Donna M. Padgett); and "Literature Logs: A Tool for Dialogue and Response" (Laura S. Truesdale). Six book reviews conclude the yearbook. (RS)

ED 359 544

CS 213 935

more universal kind of inexperience among students, one cutting across socio-economic and dialectic lines; (2) the acknowledgement by educators of students' lack of interest in writing and reading; (3) the influence of biochemical irregularities (hypoactivity, hyperactivity, and attentional disorders) as factors in the low achievement of a number of students; and (4) the acknowledgement of the role of learning disabilities in basic writers' difficulties. Changing answers to Shaughnessy's questions will be influential forces in shaping basic writing programs as educators move further into the 1990s. (Contains 18 references.) (RS)

ED 359 563

CS 213 959

Brooks, Randy M.

A Collaborative Task Oriented Approach to Teaching Online Documentation.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Class Activities; College Students; \*Cooperative Learning; Documentation; Higher Education; Hypermedia; Information Sources; \*Online Systems; Task Analysis; \*Technical Writing; Technological Advancement

IDENTIFIERS- Clip Art; Team Learning Methods; Writing Contexts

This paper discusses obstacles to teaching online documentation and shares a collaborative approach to overcoming these obstacles. The paper describes three obstacles: (1) students have had limited access to online documents and hypertext systems; (2) standards and principles of effective design for online documents are not clearly established; and (3) developing online documents requires the complex integration of writing, analytical, and graphic design skills. The paper proposes a collaborative task oriented approach which draws on the variety of skills and interests of students working on various team projects. Elements of the collaborative approach described in the paper include: interaction with existing models; discovery of criteria for comparing online documents; a simple "clipart" group project; introduction to screen design; scripting hypermedia for ideal user interaction; and user testing for orientation and navigation. (RS)

ED 359 564

CS 213 961

Duncan, Patricia; McLeod, Alan

Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adolescent Literature; \*Authors; \*Blacks; \*Characterization; Cultural Context; Ethnic Stereotypes;

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143), Information

Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Communication Research; Communication Skills;

\*Cooperation; Higher Education; \*Interpersonal Communication;

Models; Predictive Validity; Predictor Variables; Undergraduate

Students

IDENTIFIERS- \*Communication Behavior; \*Willingness to Collaborate

Trait Scale

A study created and examined a new communication trait--the willingness to collaborate. The Willingness to Collaborate Trait Scale was created. Scale reliability was demonstrated through analysis of internal consistency of the 13-item scale. A communication trait model predictive of trait willingness to collaborate was tested using 401 questionnaires completed by 201 communication students (each of whom recruited one other respondent) at a midwestern state university. A positive relationship was found for five communication traits: argumentativeness, interpersonal communication competency, attentiveness, willingness to communicate, and a relaxed style. A negative relationship was found for verbal aggressiveness. (Three tables of data are included; 61 references are attached.) (RS)

ED 359 583

CS 508 229

Dickmeyer, Scott G.; Givens, Alan  
Quotational Choices in Impromptu Speaking: A Study in Student Preferences.

PUB DATE- 1 May 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- College Students; Communication Research; Higher

Education; \*Persuasive Discourse; Sex Differences; Student

Reaction

IDENTIFIERS- \*Debate Tournaments; Impromptu Speeches;

Intercollegiate Debate Topic; Student Surveys

A study examined forensic competitor preference in choosing quotations for analysis in the event of impromptu speaking. Subjects were 62 competitors in one year and 59 competitors in the next year at an invitational tournament at a large midwestern university. The quotations for the tournament were divided into two groups. The first year, subjects chose quotations from "cynical" or "non-cynical" groups of quotations, and the second year, subjects chose from "humorous" or "non-humorous" groups of quotations. Results indicated that: (1) students had a preference in the types of quotations they chose to analyze; (2) topic choice was an indicator of advancement to the final round the first year but not the second year; and (3) no significant differences were found when gender difference was considered a variable for topic choice. Findings suggest that tournament directors should be concerned with the choice of quotations they offer to students. Future research should consider whether quotation length may affect choice. (Ten tables of data are included; 15 references are attached.) (RS)

ED 359 584

CS 508 230

Student, Teacher and School Performance. Eighth Annual Report  
Submitted to the Governor and the General Assembly of the State  
of Tennessee.

PUB DATE- 29 Jan 93

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Educational Assessment;  
\*Educational Objectives; Elementary School Students; Elementary  
Secondary Education; \*Outcomes of Education; \*Performance;  
Public Schools; Secondary School Students; State Action; State  
Norms; \*State Standards

IDENTIFIERS- \*Tennessee; \*Tennessee Comprehensive Assessment  
Program

This report establishes the performance goals for Tennessee  
school systems, established in accordance with the Education  
Improvement Act (EIA) of 1992, and describes the initiatives  
undertaken to assist school systems in achieving the goals. It  
also summarizes the results from various measures of student,  
teacher, and school performance. Performance goals to be  
achieved by the year 2000 include the following areas: academic  
gain, promotion, proficiency, graduation, and attendance. In  
general, student, teacher, and school performance results for  
1991-92 show a steady improvement over the prior years.  
Appendices contain standardized test score data and a list of  
public school waivers and permits by area. (LMI)

ED 359 603

EA 025 006

Kaufman, Roger; Zahn, Douglas

Quality Management Plus: The Continuous Improvement of Education.

PUB DATE- 93

NOTE- 224p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For  
Practitioners) - Non-Classroom Use (For Administrative and  
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-  
Classroom situations) (055)

DESCRIPTORS- Change Strategies; \*Educational Improvement;  
\*Educational Planning; \*Educational Quality; Elementary  
Secondary Education; Models; \*Organizational Development;  
Organizational Theories; \*Program Implementation; School  
Effectiveness

IDENTIFIERS- \*Total Quality Management

This book applies quality management, an organizational theory  
that has been successful in business and industry, to  
education. Chapter 1 describes the basic elements of quality  
management (QM)--continuous improvement, client satisfaction,  
positive return on investment, and doing it right the first and  
every time. Ways to implement Deming's 14 points are presented.  
Chapter 2 describes the building blocks of QM; the three levels  
of educational results (mega, macro, and micro) and how to  
apply Deming's principles to education. A strategy for  
implementing QM in a school or district is explained in the  
third chapter. Chapter 4 goes beyond conventional QM models and  
adds the goal of creating a better world through continuous  
improvement (QM). Guidelines for collecting and analyzing high  
quality data for decision making in a QM and QM school are  
outlined in the fifth chapter. Ways to cope with breakdowns and

and encourage local school personnel to work cooperatively toward statewide goals; and that the chief state school officer and governor achieve a unified stance. Ten tables are included. (LMI)

ED 359 623

EA 025 056

Ravitch, Diane, Ed.; Vinovskis, Maris, Ed.

Historical Perspectives on the Current Education Reforms.

PUB DATE- Jul 93

NOTE- 722p.; To be published in revised form by Johns Hopkins

University Press in the Fall of 1994.

LANGUAGE- English

EDRS Price- MF04/PC29 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Educational Change; \*Educational Development;  
\*Educational History; \*Educational Objectives; Educational  
Opportunities; Elementary Secondary Education; \*Equal  
Education; Multicultural Education; School Restructuring

This document contains 14 individual papers by prominent scholars who provide a historical perspective on current educational reforms. The three essays in part 1 examine some of the major changes in educational development and reform. These include: (1) "Antiquarianism and American Education: Assimilation, Adjustment, Access" (Patricia Graham); (2) "Recent History of U.S. Governance" (Michael Kirst); and (3) "Historical Perspectives on School-based Social Services in the United States" (Michael Sedlak). The three essays in the second part examine the controversies surrounding questions of equity and multiculturalism in American education. These include: (4) "The Educational Equities in Historical Perspective" (David Kirp); (5) "The Construction of Ethnic Diversity and National Identity in the Public Schools" (Reed Ueda); and (6) "Multiculturalism and History: Historical Perspectives and Present Prospects" (Gary Nash). Some of the current major reform efforts are addressed in three essays in part 3. These include: (7) "Standards in American Educational History" (Diane Ravitch); (8) "Reinventing Schooling: Utopian Impulses and Historical Scoreboard" (David Tyack); and (9) "A History of the Choice Debate in American Education" (Paul Peterson). The five essays in part 4 examine the six national education goals from a historical perspective. These are: (10) "School Readiness and Early Childhood Education: Some Historical Perspectives" (Maris Vinovskis); (11) "Dead End or Detour? School Leaving in Historical Perspective" (Joseph Kett); (12) "Rhetoric and Reform: The American High School Curriculum 1945-1990" (David Angus and Jeffrey Mirel); (13) "Literate America: High-Level Adult Literacy as a National Goal" (Carl Kaestle); and (14) "From 'Reefer Madness' to 'A Clockwork Orange'?" (William Reese). References accompany each article. (LMI)

ED 359 624

EA 025 058

Harchar, Rayma L.

Collaborative Power: A Grounded Theory of Administrative  
Instructional Leadership in the Elementary School.

PUB DATE- Apr 93

NOTE- 29p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

premises of the curriculum-management audit and the ideas of the quality movement align themselves. Compared with Downey's framework and Deming's areas of profound knowledge, findings demonstrate a strong alignment in the areas of purpose and structure, but little in the area of relationships. Compared with Deming's areas of profound knowledge and 14 points, there is considerable overlap of Deming's principles and the curriculum-audit standards. If the audit is used as a vehicle to transform a school system into a quality school system, top-level management should: (1) drive out fear; (2) break down barriers between staff areas; (3) eliminate slogans, exhortations, and targets for the work force; and (4) eliminate numerical quotas for the work force and numerical goals for management. In summary, although there is significant overlap between the curriculum-audit and quality-management principles in some areas, other areas are implicitly addressed in the context of the audit. Seven tables are included. (Contains 22 references.) (LMI)

ED 359 644

EA 025 082

Hannaway, Jane

School Districts: The Missing Link in Education Reform.

SPONS. AGENCY- Consortium for Policy Research in Education, New Brunswick, NJ.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 92

NOTE- 26p.; Paper presented by the Annual Meeting of the Public Policy and Management Association (Denver, CO, October 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Decentralization; \*Educational Change; \*Educational Environment; Educational Equity (Finance); Elementary Secondary Education; \*School District Autonomy; \*School Districts; State School District Relationship

IDENTIFIERS- \*California; \*Florida

This paper examines systematic ways in which school districts differ and the implications of these differences for how schools work and for the implementation of reform proposals. Data from the California State Department of Education and Florida State Department of Education were analyzed to examine the effect of organizational and resource variables on decentralization in school districts. Findings suggest that there is wide diversity among school districts with regard to autonomy and resources. District patterns of organizational structure are, to some extent, endogenous. In particular, school organizations facing different external political pressures adopt different structures, with consequent differences in patterns of influence. Districts in politically intense communities are likely to have lower returns on decentralization reforms. The degree of decentralization should be viewed in part as having evolved to respond to differences in the environment, including the political environment. These differences are likely to affect both the resistance to and the effectiveness of decentralization. Effective decentralization requires adaptation of its form and structure to reflect differences among districts. Five tables are included. (Contains 12 references.) (LMI)

ED 359 645

EA 025 083

Robertson, Peter J.; Kwong, Sophia S.



future of school choice, the question appears to be shifting away from "Should there be choice at all?" toward "what kind of choice is appropriate?" Appendices contain a national review of the status of open enrollment/choice programs during 1993, a description of formal choice programs in 14 states, and descriptions of programs in 12 states with limited formal legislation or legislation considered in 1993. (Contains 44 references.) (LMI)

ED 359 665

EA 025 115

Sheane, Kim E.

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

PUB DATE- Apr 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Decision Making; Elementary Secondary Education; \*Organizational Change; Organizational Climate; \*Organizational Development; \*Organizational Theories; \*Participative Decision Making; \*Resistance to Change; Teamwork

IDENTIFIERS- \*Total Quality Management

This paper addresses issues and the viability of applying participatory management (PM) to education, with focus on Total Quality Management (TQM). Following a description of PM techniques with an TQM focus and a historical overview of Deming's management theory, four stages of team growth experienced during the implementation process are described--forming, storming, norming, and performing. Thirteen barriers to the institutionalization of PM practices are identified, some of which include: employees' fear of changes in the organization of work; adversarial management-employee relations; a view of PM as a quick fix; lack of commitment and leadership; and lack of team member training. Solutions are offered to each of the barriers, some of which include: establish a clear policy; use trained facilitators; provide training and inservicing of administrators and employees; emphasize the process as well as the product; and provide team rewards. In conclusion, PM and TQM are viable alternatives to current western management practices in corporations and schools. One table is included. (LMI)

ED 359 666

EA 025 116

Martinez, Barbara; Vandegrift, Judith A.

Failing Students--Is It Worth the Cost? Issue Paper #3.

PUB DATE- Dec 91

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Academic Failure; \*Cost Effectiveness; Dropout Rate; Educational Economics; Educational Finance; Elementary Secondary Education; \*Grade Repetition; \*High Risk Students; Low Achievement; \*Potential Dropouts; \*Student Promotion

IDENTIFIERS- \*Arizona

This paper analyzes the value of student retention practices, or of flunking students, and presents viable options. Advocates of retention argue that it prevents future academic failure,

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Assistive Devices (for Disabled); \*Computer Software; \*Disabilities; \*Electronic Equipment; \*Input Output Devices; \*Programming

IDENTIFIERS- Apple Microcomputers; \*Switches

This manual is intended as a guide and source of ideas for using single switches in adaptive software programming for people with disabilities who cannot use a traditional keyboard. The manual and associated program disk are comprised of over 100 programs, routines and files illustrating various uses of single switch and adaptive input devices. Programs were developed for use on the Apple family of computers and written in Applesoft BASIC. Complete program listings of programs on the disk are included in the manual. After an introduction, individual chapters address the following topics: (1) single switch fundamentals; (2) single switch input; (3) low-resolution graphics; (4) sound and speech; (5) single switch scan techniques; (6) high-resolution graphics; (7) single switch math; and (8) single switch reading. (Contains 17 references.) (DB)

ED 359 685

EC 302 245

East, Joanne

Yes You Can! A Booklet To Help Young People with Learning

Disabilities Understand and Help Themselves. Revised Edition.

PUB DATE- 93

NOTE- 38p.; For the 1987 edition, see ED 284 377.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adjustment (to Environment); Adolescents; Children; Elementary Secondary Education; Emotional Adjustment; \*Learning Disabilities; Self Concept; Self Control; \*Self Esteem; \*Self Evaluation (Individuals); \*Self Management; Study Skills; Young Adults

Intended for children, adolescents, or young adults with learning disabilities, this booklet stresses understanding the disability and building self esteem. The booklet begins with brief vignettes of famous people who had trouble learning then goes on to specify what a learning disability is and is not with emphasis on learning to understand one's feelings and controlling feelings by changing thoughts. The third section focuses on individual differences while the fourth section looks at possible causes of learning problems. The fifth section lists 10 specific suggestions including using several senses together, reading aloud, using a computer, working behind a screen, and studying spelling in a different way. The following two sections look at how parents and siblings feel about a family member with a learning disability and views of young adults with learning disabilities. The final section provides a summary and reemphasizes the importance of thinking positively. A list of 17 recommended resources completes the booklet. (DB)

Ferguson, Dianne L.

Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go.

PUB DATE- May 93

NOTE- 20p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p281-299. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Communication Disorders; Communication Skills; Educational History; Educational Objectives; \*Interpersonal Communication; Intervention; Normalization (Handicapped); \*Quality of Life; \*Severe Disabilities; Social Influences; \*Social Integration; Trend Analysis

This paper presents a brief history of communication intervention and describes recent developments which have brought about shifts in intervention focus, perspectives, and strategies, especially with people having severe disabilities. In examining how communication is important to a good quality of life, the paper points out that the real point of communication is membership in society. The concept of membership is explored, including the ways in which individuals construct stories that make the communication acts of individuals with severe disabilities commonplace and socially valuable. The paper concludes that efforts to foster communication should shift to making sure that these efforts actually result in individuals achieving social membership. (Contains 20 references or suggested resources.) (Author/DB)

ED 359 704

EC 302 264

Yoder, David E.

Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities.

PUB DATE- May 93

NOTE- 7p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p301-306. See EC 302 252.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Skills; Educational History; Futures (of Society); \*Goal Orientation; \*Interpersonal Communication; Intervention; \*Severe Disabilities; \*Social Integration; \*Teamwork

This keynote address discusses the importance of having a dream, or shared vision, of the future of individuals with severe disabilities within society. A dream of a social environment that encourages and enables communication with individuals with severe disabilities is proposed. A plan for turning that dream into reality focuses on effective communication partnering, where all members of society have the desire and skills needed to communicate effectively with individuals with severe disabilities. The presentation concludes with a journey on a flying machine, which provides an overview perspective of how the field has evolved through various emphases, including

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Coping; Counseling; \*Counseling Techniques; Crisis Intervention; Emotional Problems; \*Family Counseling; Family Programs; \*Grief; Human Services; Respite Care

This fact sheet points out that knowledge of the process of grief (defined as one's own personal experience of loss) and ways of helping individuals and families cope with their loss experiences can be an invaluable asset to crisis nurseries and respite care programs and their service providers. The fact sheet lists the emotions of grief, and stresses the need for individuals who are in pain to take good care of themselves physically and emotionally. Clues indicating that individuals and families may need more extensive counseling and support are listed. Healing strategies for helping families grieve are described, such as offering "permission to grieve," developing support groups, helping families create a memory book, and listening. Contains seven references and four resources. (JDB)

ED 359 725

EC 302 290

Johnson, David R.; And Others

Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Agencies; Case Studies; \*Cost Effectiveness; \*Disabilities; Efficiency; \*Evaluation Methods; Models; Policy Formation; Program Costs; Program Effectiveness; \*Program Evaluation; Public Policy; \*Supported Employment; Vocational Rehabilitation

IDENTIFIERS- \*Minnesota

This policy research summary outlines the paradigms and processes used in recent research and evaluation studies conducted on supported employment and rehabilitation programs in Minnesota. First, the paper reviews evaluation strategies and models for assessing the individual and societal efficacy of supported employment. It identifies key effectiveness evaluation activities such as identifying outcomes, developing a conceptual framework, specifying comparisons, and specifying outcomes and indicators. Principles of efficiency evaluation are also addressed. Second, the paper presents a case study and methodology for evaluating supported employment costs and benefits. The case study sample included 11 agencies at 13 sites in Minnesota, with 41 program options. Results are reported in terms of: consumer demographic characteristics and work activity, agency and program costs, and benefit-cost estimates. Third, the paper offers recommendations for strengthening current evaluation methods and practices as a means of improving the quality, effectiveness, and efficiency of supported employment programs. Recommendations focus on: the importance of reaching professional consensus on desired goals and outcomes; the need for improved conceptual frameworks; and

Strategies and Materials for Beginning ESL and Literacy Learners.

PUB DATE- 91

NOTE- 698p.; Dot matrix type, with numerous line drawings. Pages are 8.5 in. by 13 in.

LANGUAGE- English

EDRS Price- MF04/PC28 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reference Materials - General (130)

DESCRIPTORS- \*Class Activities; \*Classroom Techniques; \*English (Second Language); \*Instructional Materials; \*Introductory Courses; \*Literacy Education; Second Language Instruction

This strategy notebook is designed as a resource for teachers of English as a Second Language (ESL) and literacy education. It consists of a series of class activities and recommendations for instructional materials contributed to the International Catholic Migration Commission (ICMC) by experienced ESL and literacy teachers. The first section describes instructional activities, subdivided into general and topical strategies. The general strategies are useful for teaching any content, and make use of stories, pictures, and elements of the arts: drama, poetry, music, and drawing. Some are intended to be integrated into the curriculum as regular features of instruction or to take an entire instructional cycle to carry out, and still others focus on classroom management issues as opportunities for learning. The topical strategies are sample curriculum units using some of the general strategies outlined previously. The second section of the notebook contains teacher-designed instructional materials, including story books and class exercises, copies of some appropriate materials located in the ICMC learning resource center, and annotated listings of photos, slides, and videos from the learning resource center. (MSE)

ED 359 745

FL 020 592

Clark, Mary Morris

A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo.

PUB DATE- 78

NOTE- 412p.; Doctoral Dissertation, University of New Hampshire.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- \*Grammar; \*Igbo; \*Language Patterns; Language Research; \*Linguistic Theory; Phonology; \*Syntax; \*Tone Languages; Uncommonly Taught Languages; Verbs

IDENTIFIERS- Pitch (Language)

An analysis of tone in language begins with the observation that the structural approach taken in segmental phonology, analyzing complex tones in terms of sequences of level tones, is not necessarily appropriate with tone languages. A different approach is proposed, a "dynamic-tone" theory that represents tone contours entirely in terms of two "tone markers" representing rising and falling pitch. This theory is offered as a universal theory of tone. The first three chapters outline the way in which the theory accounts for a wide variety of tonal phenomena, including pitch-accent language, tone languages, and phrasal tone. The fourth chapter, concerned with the nature of and constraints on tone rules, describes how tone rules may be confined to three processes: insertion, movement, and deletion of a tone marker. Chapter 5 addresses a number of issues, including tonal stability and the theory of gliding

Conference Papers, "Papers Presented at..." (150)  
DESCRIPTORS- \*Assignments; Classroom Techniques; Elementary  
Secondary Education; \*English (Second Language); Evaluation  
Criteria; Foreign Countries; \*Independent Study; \*Research  
Skills; Second Language Instruction; Small Group Instruction;  
Student Evaluation; \*Student Projects; Student Role; Teacher  
Role; Time Factors (Learning)  
IDENTIFIERS- Cyprus

A strategy for English second language instruction in the Greek schools of Cyprus at the elementary and secondary level is described. Central to the strategy is assignment of student projects, either individual or small-group, integrating independent language learning and use of research and planning skills. An introductory section presents the instructional rationale for such an assignment. Methodology is then outlined in six steps: preliminary idea-gathering and consideration of potential subjects; planning of the project's structure; research; analysis of data and drawing of conclusions; presentation in the form of an oral and/or written report; and evaluation. A number of related issues are discussed separately, including time factors and motivation in project planning and completion, selection of appropriate topics, the teacher's role in the project phases and aspects, the corresponding role of the student, and special considerations in small group work. A sample project evaluation form is included. (MSE)

ED 359 770 FL 021 215

Brown, Brad  
Issues in Conducting Surveys Regarding Public Opinion toward  
Bilingual Education.

PUB DATE- May 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142).Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Bias; \*Bilingual Education; \*Educational Attitudes;  
Elementary Secondary Education; Program Development; Program  
Implementation; \*Public Opinion; Public Policy; Research  
Methodology; \*Research Problems; Statistical Analysis; \*Surveys

Considerations in conducting attitude surveys concerning bilingual education are discussed. An introductory section examines briefly the history of the controversy over bilingual education, legislative initiatives, and some previous opinion research. Specific kinds of information needs relating to public opinion are then noted and problems arising in such research are described. Two central issues examined are: (1) the need for comparable data that reflects opinions of local subpopulations as well as those of the larger population, and (2) elimination of bias in presentation of results, including accurate representation of their statistical significance. It is concluded that reliable information about community opinions, especially as to where and how much they differ from official, internal school district policy, is essential for successful program planning, development, and implementation. Definitions of common terms in bilingual education are appended, and a 54-item bibliography is included. (MSE)

ED 359 771 FL 021 224

Chen, Fred, Ed.; And Others  
Working Papers in Educational Linguistics, Volume 9, Number 1,

current and projected uses of the ACTFL OPI by college foreign language departments; and (3) implications for teaching, testing, and curriculum development. Data for the first question were obtained from a national survey of certified OPI testers. Results showed the average rating to be advanced (2 on the ACTFL rating scale). Data for the second research issue were taken from the same survey, and revealed that the most common uses for the OPI were as a departmental requirement or an option for undergraduate language majors. In addition, in some departments specific OPI ratings are required for undergraduates, graduate students, and teaching majors. Additional uses of the test were for teaching assistant training, setting curricular objectives, goal-setting for majors, ongoing progress assessment, departmental evaluation of instructional success, faculty research, training faculty to assess oral proficiency, and incorporation of test elements into instruction. Respondents felt demand for the OPI has increased in recent years. Over half had future plans for OPI use. In regard to the third issue, the results of this study indicated that departments can set realistic curricular goals for undergraduate and graduate majors, and state departments of education may develop oral proficiency requirements for teachers seeking certification in FLs. However, research documents the critical need for effective language teacher education that takes teachers' belief systems into consideration and ends confusion over what constitutes communicative language teaching. Recommendations for instructional development are offered. (MSE)

ED 359 789

FL 021 320

Wolfram, Walt

The Sociolinguistic Model in Speech and Language Pathology.

PUB DATE- Sep 92

NOTE- 34p.; Keynote address presented at the International Conference on Inter-Disciplinary Perspectives in Speech and Language Pathology (Dublin, Ireland, September 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Black Dialects; \*Communication Disorders; \*Cultural Awareness; Dialects; Elementary School Students; Interdisciplinary Approach; Intermediate Grades; \*Language Research; \*Language Variation; Linguistic Theory; Professional Education; Sociolinguistics; \*Speech Pathology

A discussion of the role of sociolinguistics in the treatment of communication disorders focuses on issues related to dialect and language variation. It begins with an examination of linguistic diversity and dynamic description of language, reporting on a study of speech and language pathologists' judgments of sentences in African American Vernacular English. The sociolinguistic model of systematic variation within a single language is outlined, and related research is reviewed. Three trends in the field of communication disorders that reflect an underlying sociolinguistic perspective are examined: (1) concern over remediation models that fragment language behaviors in a way that does not reflect real language usage; (2) focus on language function rather than form; and (3) concern for generalization of therapy-based learning to real-world usage. A rationale for sociolinguistic education for specialists in communication disorders is presented. An

(CASAS), workplace literacy program development, global challenges and work force retraining, functional context education, evaluation of program effectiveness, the work force of the 21st century, competition in the new international economy, the school-to-work transition, the federal role in adult literacy, training for increased productivity, the new economy, provision of basic skills training for new employees, the literacy needs of job seekers, youth employment training programs, trends affecting manufacturers, and human resource trends. Each annotation includes a document summary, bibliographic data, an ordering address, and price information. (MN)

ED 359 331

CE 063 588

National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised.

PUB DATE- 5 Mar 93

NOTE- 5p.; Revises ED 344 076.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Job Skills; \*Job Training; Labor Force Development; \*Literacy Education; Material Development; \*National Organizations; National Programs; \*Program Development; \*Technical Assistance

IDENTIFIERS- \*Workplace Literacy

This brief describes 14 national technical assistance organizations for work force and workplace literacy. Descriptions contain these types of information: specific areas of expertise, experience, or specialization; types of organizations with which it has worked; types of programs or services offered; geographic areas served; and clients. The name of a contact with address and telephone number is provided. These organizations are included: The HRD Department, Inc.; Performance Plus Literacy Consultants; The Center for Applied Linguistics; Center on Education and Training for Employment; Language Training Designs; Center for Remediation Design; Sylvan Learning Corporation; Educational Data Systems, Inc.; The Salem Company; Work, Achievement, Values, and Education; Merex Corporation; Interactive Knowledge, Inc.; Matrices Consultants, Inc.; and Frontier College. (YLB)

ED 359 332

CE 063 589

Basic Skills in the Hotel & Food Service Industries. Workforce & Workplace Literacy Series. Revised.

PUB DATE- Jun 93

NOTE- 10p.; Revises ED 344 077.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132), Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Citations (References); Education Work Relationship; \*Food Service; \*Hospitality Occupations; Instructional Materials; Labor Force Development; \*Literacy Education; Program Administration; Program Development; Resources

IDENTIFIERS- \*Workplace Literacy

This report contains a list of 21 contacts and 9 references concerned with workplace literacy programs in the hotel and food service industries. Each listing includes addresses and telephone numbers, prices if applicable, and a brief



description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides and student organization participation. A section on professional considerations lists certification coverage for receptionist and communication systems operation and professional organizations and support services. The final section lists the following instructional resources: sources of print and audiovisual materials and software, teacher-recommended materials, and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 350

CE 063 947

Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 90

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; \*Job Skills; Medical Assistants; Medical Services; Occupational Information; \*Paraprofessional Personnel; Performance; Postsecondary Education; Program Development; Program Evaluation; Program Guides; \*Program Implementation; \*Respiratory Therapy; Secondary Education; State Programs; Statewide Planning; \*Therapists

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of respiratory therapy and respiratory therapy technician programs. An occupational description and program content are presented. The curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides, student organization participation, and sample student code of ethics statement. A section on professional considerations addresses certification and lists professional organizations and support services. The final section lists the following instructional resources: a contact for information on a test item bank; sources of print materials, software, and instructor-developed materials; journals recommended and study resources developed by the National Board for Respiratory Care; instructor-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. Two Career Merit Achievement Plans (Career MAP)

government guaranteed loans. A survey of a sample of 100 Texas student loan recipients indicated failure to find a well-paying job in one's field of training and the perception that the education received was not worth the money as two reasons why many student loans are not repaid. (The survey questionnaire is appended, the bibliography lists 60 references, and 18 tables and 16 figures are included.) (MN)

ED 359 367

CE 063 993

Taylor, Maurice, Ed.; Bedard, Rene, Ed.

Canadian Association for the Study of Adult Education.

Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993).

PUB DATE- Jun 93

NOTE- 394p.

LANGUAGE- English; French

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; \*Adult Education; Andragogy; Apprenticeships; Articulation (Education); Canada Natives; Case Studies; Community Development; \*Community Education; \*Continuing Education; Distance Education; Educational Change; Educational Cooperation; Educational History; Educational Needs; Educational Practices; Educational Research; Foreign Countries; \*Job Training; Labor Market; \*Literacy Education; Models; Needs Assessment; Nursing Education; Program Development; Program Evaluation; Secondary Education; Womens Education

IDENTIFIERS- \*Canada; Netherlands

Selected papers from an adult education conference are as follows: "Learner Involvement in Literacy Education" (Acton et al.); "Faith in People" (Ambury et al.); "Beginning to Tutor Problem-Based Learning" (Ambury); "Exploring Literacy through Theatre" (Andruske); "Developing Learning Packages for Distance Continuing Nursing Education" (Beckingham et al.); "Train the Trainer" Series for Nurse Educators" (Beckingham et al.); "Invisible Identity/ies" (Borg et al.); "Research Paradigms in Adult Education AE" (Briton); "Remapping AE" (Briton, Plumb); "Work, Workers, and Worker Education" (Brown et al.); "Labour Market Training" (Butterwick et al.); "Rural Learning" (Carley); "An Ethic of Care" (Carr); "Teaching and Learning across Our Historical Differences" (Chapman); "Using Responsive Evaluation to Discover and Respect Diversity in AE" (Chaytor); "Critical Philosophy-in-Action" (Chovanec, Scott); "New Prospects for Program Planning and Evaluation in Adult Continuing Education" (Collins); "Linking AE with K-12" (Collins, Hanson); "Community Development" (Cruikshank); "Historical Development of AE" (Draper); "Making Needs" (Davidson); "Who Knows? Who Says So? Who Decides?" (Dawson et al.); "Bridging the Cultural Gap" (Fisher-Brillinger, Cantrell); "Facilitating Andragogy" (Francis); "Learning in the Workplace" (Frattini); "A Tenant Association in Public Housing" (Geddis); "Dutch 'Pillarization'" (van Gent); "AE as a Maturing Field?" (Gillen); "Finding Our Voices, Telling Our Stories" (Hall et al.); "Tax, Lies and Videotape" (Hall et al.); "Vive la Difference" (Home); "AE and Workplace Learning" (Hommen et al.); "Transformation of Consciousness" (Karpiak); "Is It Realistic to Expect an Adult Educator to Seek Collaboration among a Group Holding Diverse Perspectives?" (Knox); "Working across Our Differences in Community Based Literacy Education" (Leclair); "Women's Learning in Three Contexts" (MacKeracher et al.); "Human Resources Think for Themselves" (Martin, Ketwaroo-

Organizations; \*Organizational Change; \*Organizational Development; \*Professional Associations; Regional Programs IDENTIFIERS- \*National Business Education Association

The 12 chapters of this book trace the history of the National Business Education Association (NBEA) and outline the development of its related regional and international affiliates. Chapter 1 sketches the evolution of the National Business Education Association. In Chapter 2, the major activities of the NBEA during the period from 1946 to 1991 are detailed year by year. The presidents of the NBEA and its headquarters staff are discussed in Chapter 3. Chapters 4 and 5 cover the early years of the Future Business Leaders of America and the NBEA's move to a permanent home in 1982. The history of the International Society for Business Education is presented in Chapter 6. The next five chapters discuss the development of the various regional affiliates of the NBEA: Southern Business Education Association, Western Business Education Association, North-Central Business Education Association, and Eastern Business Education Association. Finally, chapter 12 deals with the history of the National Association for Business Teacher Education. (MN)

ED 359 386

CE 064 018

White, Bonnie Roe, Ed.; And Others  
Computer Enrichment Handbook and Supplement A.  
PUB DATE- 92

NOTE- 671p.

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; Basic Skills; Bookkeeping; Business Communication; \*Business Education; Business English; Class Activities; \*Classroom Techniques; Computer Graphics; \*Computer Literacy; Computer Oriented Programs; \*Computers; Consumer Economics; Databases; Desktop Publishing; Electronic Mail; \*Enrichment Activities; Fused Curriculum; Information Processing; Keyboarding (Data Entry); \*Learning Activities; Marketing; Microcomputers; Office Management; Office Practice; Postsecondary Education; Programing Languages; Recordkeeping; Records Management; Secondary Education; Shorthand; Teaching Methods; Telecommunications; Typewriting; Word Processing

IDENTIFIERS- Business Law

This handbook contains computer-related, classroom-tested ideas that were contributed by business education teachers and administrators to fuse computer information into computer and noncomputer courses. An alphabetical listing of contributors identifies the category/categories in which their enrichment idea can be found. The contributions are grouped into 17 subject matter categories: basic skills, business English/communications, accounting/bookkeeping/recordkeeping, consumer economics/personal finance/business math, keyboarding/typewriting, office procedures/office management/records management, general business/basic business/introduction to business, shorthand/machine transcription, business law, marketing/business management, computer literacy/computer awareness/introduction to computers, microcomputer applications/information processing (word processing, spreadsheets, database, graphics, integrated software, desktop publishing), networking, telecommunications/electronic mail, computer languages, general computer usage, and teaching techniques/classroom management. Each contribution is presented in this format: title;

community college needs to do public relations work within the audio community to raise the perception of the abilities of students with two-year degrees; attitudes should be taught in a formal setting; internship opportunities should be pursued by the college; and follow-up research of the college's graduates should be undertaken. (Nineteen appendixes contain the questionnaire, cover letter, explanations for the study, and detailed analysis of responses to questions. A bibliography lists 29 references; 29 tables are included in the report.) (KC)

ED 359 405

CE 064 066

Graduate Follow-up and Employer Survey 1989.

PUB DATE- Jun 90

NOTE- 202p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Apprenticeships; Community Colleges; \*Employment Level; \*Females; Graduate Surveys; High School Graduates; High Schools; \*Males; \*Outcomes of Education; Part Time Employment; Postsecondary Education; Program Effectiveness; Two Year Colleges; \*Vocational Education; \*Wages

IDENTIFIERS- \*Guam Community College

A follow-up survey of high school and postsecondary vocational and technical graduates and the employers of those graduates was conducted to identify the jobs, starting salaries, and adequacy of the programs preparing those graduates in Guam. Information was gathered through survey forms mailed to 461 graduates and/or from the programs from which they had graduated, and from a mailed survey of 161 employers of four groups of graduates: the Apprenticeship Training Group; the Postsecondary Certificate and Associate Degree group; the Police and Fire Cycle graduates; and the Secondary program group. Return rate was 55% (Secondary employers); 75% (Apprenticeship employers); 76% and 57% for Associate Degree and Postsecondary certificate employers respectively, and 83% for Police and Fire Cycle employers. Results were reported by program area, by gender, by wages earned, and in various other configurations in the 45 tables of the report. Highlights of the results included the following: (1) 83 percent of the secondary graduate respondents were employed full or part time with a mean hourly wage of \$5.83 for male and \$5.09 for female graduates working full time in areas for which they were trained; (2) all the apprenticeship respondents were employed full time in their trades, earning an average of \$10.68 per hour; (3) 87 percent of the postsecondary graduates were employed full or part time; (4) graduates employed full time in jobs related to their training averaged \$12.47 per hour; (5) most postsecondary graduates expressed positive perceptions of their training programs; (6) 66 percent of adult high school diploma graduates were employed full time at an average wage of \$5.09; (7) a majority of employers rated the graduates "very good" or "good" on the technical knowledge necessary for their job; and (8) employers thought the graduates had proper work attitudes and performed quality work. (The survey forms are appended to the report.) (KC)

ED 359 406

CE 064 067

Vocational Education: Guam 1991-1992. Annual Performance Report.

PUB DATE- 92

NOTE- 51p.; Appended Financial Status Report contains some small,

V provide a hypothetical scenario of what a family of the near future might look like if they embrace the ideals of self-direction and present recommendations important in creating future growth of self-direction ideals. Appendixes include a 97-item annotated bibliography of sources related to andragogy, 430 references, and an index. (YLB)

ED 359 424

CE 064 131

McClain, Gerald R.

The CAD Survival Kit. Teacher Edition.

PUB DATE- 93

NOTE- 239p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Career Development; Classroom Techniques; Competence; \*Competency Based Education; \*Computer Assisted Design; \*Drafting; Entry Workers; Job Skills; \*Learning Activities; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Technical Education; Test Items; Transparencies; Units of Study

This teaching guide was developed to help technical education teachers present courses on computer-assisted drafting (CAD). The guide is aimed at helping students learn to use computers and work with disk operating systems and files at a faster pace. The eight units of instruction include some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Other contents are as follows: information on use of the publication, a competency profile, an instructional review and task analysis, a list of related academic and workplace skills, a list of tools, equipment and materials, and a list of 14 references. The following topics are covered: CAD terms, CAD hardware, parts of a CAD system, disk operating systems, CAD software, types of files, setup, and basic geometric constructions. (KC)

ED 359 425

CE 064 132

Greer, Chuck; Kaltwasser, Stan

Introduction to Robotics. Teacher Edition.

PUB DATE- 93

NOTE- 299p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Career Development; Classroom Techniques; Competence; \*Competency Based Education; \*Computer Assisted Manufacturing; Entry Workers; High Schools; High School Students; Job Skills; \*Learning Activities; \*Robotics; Secondary School Teachers; Teaching Guides; Teaching Methods; Technical Education; Test Items; Transparencies; Units of Study

This teaching guide was developed to help technical education teachers present courses including robotics to junior and senior high school students. The guide contains six units of instruction. Each unit includes some or all of the following

(AIDS), schizophrenia, or a depressive disorder. An analysis was made to discern whether there were differences in the attitudes of suicidal ideators and non-ideators toward the suicide victims in each of the different scenarios. Subjects were 228 college students who completed a demographic questionnaire, a suicide questionnaire, one of four scenarios, and a perception rating scale. The suicide questionnaire distinguished ideators from non-ideators. Subjects perceived the victim in the schizophrenia scenario as the most mentally unhealthy. The victims in the cancer and AIDS scenarios were viewed as the most physically unhealthy and the most justified in committing suicide. Subjects believed they were more likely to have a friend who was depressed or who had cancer than one who had AIDS or schizophrenia. There were no significant gender differences in the number of men and women ideators, and in how they perceived the victims in the scenarios. Ideators scored higher on the perception rating questionnaire and saw people as more justified in committing suicide than did non-ideators. (Author/NB)

ED 359 446

CG 024 909

Wilkie, Jeff A.; And Others

Serving the Underachiever: School-Based Interventions.

PUB DATE- Aug 92

NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; \*Classroom Techniques;

\*Counseling Techniques; \*Elementary School Students; \*Grade 5; Intermediate Grades; School Psychologists; \*Underachievement

Underachievement in the classroom is a problem which confronts educators and national initiatives such as America 2000. Little field research exists to evaluate the effectiveness of classroom interventions on improving academic performance of the underachiever. A field study was designed and implemented by school psychologists which focused on intervening with the underachieving student in the elementary school classroom. The subjects for the study consisted of the fifth grade population (N=119) of one elementary school. Targeted underachievers were identified by six classroom teachers. School psychologists used a consultation model to train teachers in group (group contingencies, study skills, verbal reprimands, public posting) and individual (self-recording, behavior contracts, home-school notes) interventions for improving students' academic performance. The use of selected interventions was monitored by the school psychologists on a weekly basis. Evaluation of student progress was measured by process, single case, and group analyses. Two rating scales were developed for identification of the underachiever (one for parents and teachers, one student self-report form). At the conclusion of the study, positive changes were demonstrated in the underachieving students. Substantial increases were noted in the percent of science assignments turned in during baseline phase to the intervention phase. Single case and group data analyses indicated significant increases in academic achievement on adults' ratings of student achievement. Other data suggest general trends of improved performance for all targeted underachieving students. (NB)

Brown, Rita G.

Job Satisfaction in Human Services: A Rehabilitation Agency.

PUB DATE- Apr 93

NOTE- 100p.; Master's Thesis, Fort Hays State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- \*Employee Attitudes; \*Human Services; Interpersonal

Communication; \*Job Satisfaction; Morale; \*Rehabilitation;

\*Work Attitudes; Work Environment

This study was conducted to investigate job satisfaction among human services employees (N=114) who worked for a rehabilitation facility in Kansas with divisions in three different geographical locations. Subjects completed a demographic questionnaire and an agency personnel instrument which measured job satisfaction. Independent variables were the division in which the employee worked, employment status, job description, and wages. Dependent variables were the scores from the agency personnel instrument (Morale, Communication, Compensation, Workplace, and Total Score). The findings revealed that employees in two geographical divisions reported greater job satisfaction (Morale) than did those from the third division. Full-time employees reported more job satisfaction (Compensation and Total Score) than did part-time employees. Employees who provided indirect services reported greater job satisfaction (Compensation) than did those who provided direct services. In addition, the findings revealed significant interactions between employment status and job description for the dependent variable of Morale, between division and job description for dependent variables of Communication, between employment status and job description for the dependent variable of Compensation, between employment status and job description for the total job satisfaction score, and between division and wages for the dependent variable of Communication. (NB)

ED 359 466

CG 024 930

Baumgartner, David

Midwest College Placement Association: Centralized Placement

Committee Survey.

PUB DATE- 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports -

Research/Technical (143)

DESCRIPTORS- \*Career Counseling; \*College Graduates; \*College Programs; College Students; Higher Education; \*Job Placement

The centralized placement committee is a group of college and university career center staff members who meet and share common interests and exchange ideas with colleagues. This study was conducted to collect information from 139 centralized placement members about their operations. Questionnaires completed by 75 committee members revealed that all respondents represented 4-year institutions and most were from public institutions. Student affairs was the reporting authority for the majority of respondents. Institutions varied in size from 780 students to more than 30,000 students. The extent to which responding facilities were computerized was greater than expected, with 77% of respondents reporting that they had main frame access and 53% reporting that they had a local area

details the development of a fourth-grade theme exploration project about improving the world by focusing on environmental, social, and technological issues. The next section outlines a first grade theme exploration project titled Metaphors and Meteorology. The two final sections are retrospective assessments of both the fourth- and the first-grade projects. A 67-item bibliography of children's fiction, nonfiction and poetry books, an extensive bibliography of professional books and articles, and an equally extensive bibliography designed to aid teachers' selection of children's books are included. An appendix titled "What is whole language"; a second appendix titled "The fourth-graders' play"; and a third appendix titled "Selecting theme books" are also attached. (SAM)

ED 359 486

CS 011 336

Edelsky, Carole, Ed.

Language Arts Topics and Educational Issues: Information Sheets.

PUB DATE- 92

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Collected Works - General (020), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- Adult Literacy; Bilingual Students; Censorship;  
\*Classroom Environment; Elementary Education; \*Language Arts;  
Parent Student Relationship; \*Phonics; \*Student Evaluation;  
Teacher Role; \*Whole Language Approach

IDENTIFIERS- Authentic Assessment; Educational Issues

This collection of 29 succinct information articles discusses issues relating to language arts, including whole language, phonics, student evaluation, spelling, and censorship. Some of the authors contributing to the collection are Ken Goodman, Yetta Goodman, Jerome Harste, Patrick Shannon, and Constance Weaver. Titles of articles are: "Learning to Talk, Learning to Read, Learning to Write"; "What Is Whole Language"; "What Whole Language Is Not: Common Myths and Misunderstandings"; "Some Key Principles of a Whole Language Perspective on Learning and Teaching"; "How Whole Language Teachers Develop Phonics 'Know How'"; "Research in Support of Whole Language"; "Whole Language Is as American as Apple Pie"; "Reading in Whole Language Classrooms: Focus on Comprehension"; "What about Skills in Whole Language Classrooms?"; "Whole Language and the Theological Concerns and Beliefs of Parents"; "Phonics Phacts"; "Phonics and Dialects of English"; "Phonics Is a Flawed System"; "Why We Should Not Teach Intensive, Systematic Phonics"; "Phonics versus Whole Language: Why Whole Language Teachers Don't Think It Is Much of a Debate"; "Why a Whole Language Classroom May Be the Best Place for Your Attention Deficit Disorder Hyperactive (ADHD) Student"; "Basal Reading Programs, Literature-Based Reading Programs, and Literature Programs"; "How to Teach Literacy Learners Who Challenge Teachers"; "What Does It Mean to Be Literate?"; "Adult Illiteracy: Cause? Effect?"; "Questions and Answers about Spelling"; "What Are Some Tools Teachers Use to Evaluate That Also Help Children Learn?"; "Some Aspects of Assessment That We Often Forget"; "Who Should Evaluate? What Should Be Evaluated?"; "The Mixed Age Primary: What and Why"; "Bilingual Learners: Principles That Help; False Assumptions That Harm"; "Why Thoughtful Teachers Abhor Censorship"; "Statement of the International Reading Association: The Dangers of Censoring Textbooks and Reading Program Materials"; and "How Teachers Can Productively Respond to Political Conflicts about Education in



constructs for 17-year-olds. Path analyses were performed to describe the relationships of these constructs to amount of students' reading activity. The resulting path models for the three age groups had goodness of fit indices of 0.98 or higher. For 9-year-olds, amount of reading was associated with levels of social interaction surrounding reading, cognitive strategies for reading, and teacher-directed instruction. The path model of reading for 13- and 17-year-olds was generally similar to that for 9-year-olds. For 17-year-olds, the construct of reading activity subdivided into fiction, nonfiction, and news, and student-centered instruction entered as a predictive factor. Findings suggest that an instructional framework that supports the social and cognitive needs of students from a wide range of home backgrounds accounts for the amount and breadth of students' reading. (Five tables of data and four figures representing path models are included.) Contains 40 references. (RS)

ED 359 504

CS 011 359

Feathers, Karen M.

Infotext: Reading and Learning.

PUB DATE- 93

NOTE- 145p.; The Pippin Teacher's Library Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Class Activities; \*Content Area Reading;

Information Sources; \*Learning Activities; \*Reading Skills;

\*Reading Strategies; Secondary Education; Student Evaluation;

\*Vocabulary Development; Writing Assignments

IDENTIFIERS- \*Information Books; Reading Uses; Text Factors

Noting that students often have difficulty reading texts for information, this book offers practical, classroom-tested techniques that focus on content while encouraging students to take control of their own learning by expanding their repertoire of reading strategies. The book defines "infotexts" as the books, textbooks, journals, newspapers, and computer manuals that are read to gather information about particular topics. While teachers may initiate some of the activities suggested in the book, the activities themselves are controlled by the students. Chapters are: Why Teach Content Reading? The Basis of Content Reading; Evaluating Students--and Texts; Making Connections; Focusing on Meaning; Organizing Information; The Importance of Reflective Writing; and Understanding Vocabulary. Lists of 72 professional references and 7 infotext references are attached. (RS)

ED 359 505

CS 011 360

Quigley, Mary Ann V.

The Improvement of Reading Comprehension Skills in At Risk Second Graders.

PUB DATE- Jun 93

NOTE- 73p.; M.S. Final Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- \*Elementary School Students; Grade 2; \*High Risk Students; Instructional Effectiveness; Intergenerational Programs; Parent Child Relationship; Parent Participation; Primary Education; Reading Aloud to Others; \*Reading Comprehension; \*Reading Improvement; Reading Strategies

Zurbrugg, Nicholas

The Parameters of Postmodernism.

PUB DATE- 93

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Books (010)

DESCRIPTORS- Aesthetic Values; \*Art; Cultural Activities;  
\*Cultural Context; Discourse Analysis; \*Literary Criticism;  
Literary Genres; Theories

IDENTIFIERS- Artistic Style; \*Cultural Studies; Multimedia  
Performances; \*Postmodernism (Literature)

Hypothesizing that the tendency to define postmodern culture negatively derives from overliteral and undercritical responses to European theorists, this book of essays identifies the wide parameters of postmodernism. The book demonstrates that the literary and artistic temper of the postmodern condition in Europe and America cannot adequately be understood unless the negative generalizations are complemented with the more positive implications of the innovative creative practices characterizing the multimedia experiments of composer John Cage and other avant-garde artists. Some of the 75 footnoted essays in the book are: "Anti-Art or Ante-Art?"; "Deploing/Exploring Hyperspace: Jameson and Cage"; "Beckett, Brecht, and the Groan of the Text"; "Cage and Consumption"; "Postmodernism's Purist Aesthetic"; "Rainer and the Re-turn to Identity"; "Cage, Wolf, and the Re-turn of the Third Alternative"; "Independent Internationalism: Finlay and Lax"; and "Burt, Wendt, and the Positive Parameters of Postmodernism." The essays are meant to encourage the reader/student to consider present practices in a more critical and discriminating manner--postmodern culture requires empirical analysis. (RS)

ED 359 525

CS 213 913

Aibrecht, Lisa

Tenured, Out and Still Composed.

PUB DATE- Apr 93

NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Best available copy.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Civil Liberties; \*Faculty Promotion; Faculty  
Publishing; Higher Education; \*Homophobia; \*Lesbianism;  
Personal Narratives; Racial Bias; Social Isolation; Teacher  
Student Relationship; \*Tenure

IDENTIFIERS- Politically Correct Communication; University of  
Minnesota Minneapolis

In a personal account, a now-tenured English and Women's Studies professor at the University of Minnesota recounts the difficulties involved in identifying herself as a lesbian with her students, fellow faculty, and college administrators. As she moved toward tenure review, her college hired the only dean of color in the university. This dean became her ally because he understood the politics of difference. Although she asserts that all scholarship is political, because she does not see

Caverzasi, Peter L.  
On Teaching Literary Classics.

PUB DATE- Nov 92

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; English Curriculum; Higher Education; Literature Appreciation; Reader Response; \*Student Attitudes; Undergraduate Students; \*World Literature

IDENTIFIERS- \*Aesthetic Reading; Bloom (Allan); \*Classics (Literature); Hirsch (E D)

Teaching a world literature class at a public college presented an opportunity to test Allan Bloom's and E. D. Hirsch, Jr.'s charges that today's college students are not only ignorant of great literature, but also ill-equipped to seriously consider such works. Beginning with a class survey of reading tastes and experiences, it was discovered that students shared an enthusiasm for reading but felt apprehension about demanding texts. Using a journey motif as a unifying theme allowed for misstarts and misinterpretations as students learned their way around classic texts. Student presentations established a pattern that was later used on midterm and final exams: students measured their values against those in the literary classic. In contradiction to Bloom's assumptions, students did profitably measure their own values against those expressed in the great book. Drawing on personal experience allows a measure for assessing great literature that should not be overlooked. Bloom and Hirsch notwithstanding, the contemporary student is open to the enrichment and illumination great literature offers. (SAM)

ED 359 545

CS 213 936

Dupree, Ellen

The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?

PUB DATE- Apr 93

NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Rank (Professional); \*English Departments; English Instruction; Faculty Workload; Higher Education;

\*Teacher Welfare; Tenure; Work Environment; \*Writing Instruction

IDENTIFIERS- \*Lecturers; \*Professional Identity; University of Nevada Reno

The situation of the lecturers in the English Department at the University of Nevada Reno (UNR) is relevant to discussions of the conference on College Composition and Communication's Statement of Principles and Standards for the Postsecondary Teaching of Writing. A "second-tier" solution was implemented in 1981, and in 1993 the department consisted of 20 tenure-track faculty and a second tier of 9 lecturers. The department also has a fairly stable group of part-time instructors, hired

Fathers; Literature Appreciation; Novels; Parent Role;  
Secondary Education  
IDENTIFIERS- \*African Americans; \*Myers (Walter Dean)  
Walter Dean Myers has gained distinction as an insightful and entertaining writer of imaginative adolescent literature that breaks stereotypes, tells stories of Blacks as people with complex dimension, and redefines the images of African Americans. Myers has written historical works, biography, novels for adolescents, plays, historical fiction, and mystery adventure. He is noted for: the emphasis he places on positive characters while overlooking neither negative ones nor reality; the range of dialects in his dialog; the different aspects of "coming of age" he addresses; and the manner in which he presents characters making choices. In contrast to stereotypical images of inner city African-American males, Myers presents a number of fathers who are positive role models. He is important not so much for the range of his writing as for presenting the story of African Americans in realistic but hopeful ways. Myers' message to young adults seems to be: discover your strengths, be proud of who you are and be responsible for your actions. (RS)

ED 359 565

CS 508 194

Walsh, Kay D.

Telling a Good Story: Origins of Broadcast Drama Criticism.

PUB DATE- 17 Apr 93

NOTE- 28p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060)

DESCRIPTORS- Audience Awareness; Broadcast Industry; Criticism;

\*Cultural Context; \*Drama; Mass Media Role; Media Research;

\*Periodicals; \*Popular Culture; \*Radio; Story Telling

IDENTIFIERS- Historical Background; \*Media History; \*Radio Plays

To gain insight into how critical standards for broadcast drama evolved with time, this paper examines the critical response to the development of broadcast drama in the first two decades of radio (1920-1940), as reported in the periodical press. The paper is based on two underlying assumptions: (1) that the stories a society tells are indicative of that society's character and, therefore, worthy of examination; and (2) that criticism is worthy of consideration because it is part of the negotiation process that creates the broadcast stories and storytelling techniques. The sources examined included general circulation and specialty magazines, but excluded daily newspapers. The paper reports that, after radio's first decade, specialized publications, such as "Broadcasting" and "Billboard," began to pay serious business-oriented attention to radio, in addition to the radio drama reviews that appeared in general interest magazines. The paper notes that American academics always tended to consider electronic communication more significant as a commercial enterprise than as an artistic endeavor. The paper relates that critics agreed, however, that radio--like other fictional forms--should not merely entertain, but should add some new dimension to the listener's body of knowledge, and that these notions of cultural uplift competed with concerns for socialization and education in that respect. The result was, according to the paper, that although the very idea of radio drama as an art was at issue with virtually all

Bohlken, Robert  
 The Micro Inductive-Reasoning Unit within the Basic Speech Course.  
 PUB DATE- Apr 93  
 NOTE- 9p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)  
 DESCRIPTORS- Class Activities; Cooperative Learning; Higher Education; \*Induction; Introductory Courses; \*Problem Solving; \*Speech Communication; Teacher Role; Teaching Methods; \*Thinking Skills; Units of Study  
 IDENTIFIERS- Speech Communication Education  
 An instructional approach to reasoning and critical thinking which fulfills behavioral objectives and retains a general educational perspective for the development of student knowledge and skills is the "micro inductive reasoning unit." In this approach neither subject matter nor propositions are prescribed. The teacher acts as facilitator in the implementation of the methods in the unit. The class begins the unit by trying to isolate problems which are relevant and immediate for class members. The class is divided into small groups of four to six students. Each group takes a topic from those that evolved and the members decide the best way to phrase a question that can be analyzed according to causes and solutions. Groups exchange questions and go through the process of problem-solution discussion. Students record consensus on the nature of the problem, causes, possible solutions, and advantages and disadvantages of each solution. The statement of the best solution becomes the proposition for debate. Each group divides into two groups of two or three members. One group now becomes the advocate of the proposition and argues for its adoption. The inductive reasoning unit in the basic speech course enables the fulfillment of legitimate behavioral and competitive argument. (Diagrams illustrating the micro-inductive approach and a chart describing parts of the unit are included.) (RS)

ED 359 585

CS 508 231

Trimble, Frank P.  
 Video as Character: The Use of Video Technology in Theatrical Productions.  
 PUB DATE- Apr 93  
 NOTE- 6p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)  
 DESCRIPTORS- Audience Response; Creative Expression; Higher Education; \*Production Techniques; Technological Advancement; \*Theater Arts; \*Video Equipment  
 IDENTIFIERS- Joseph and the Amazing Technicolor Dreamcoat; \*Multimedia Technology; Technical Theater

apply quality improvement tools to breakdowns are described in chapter 6. The final chapter highlights six critical success factors and offers guidelines for forming and working on a QM team. Twenty-three tables, 51 figures, and an extensive bibliography and reading list are included. (LMI)

ED 359 604

EA 025 018

Stronach, Ian, Ed.

Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).

PUB DATE- Mar 93

NOTE- 100p.; For a related document, see EA 025 019.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Educational Assessment; Educational Improvement; \*Educational Quality; Effective Schools Research; Elementary Secondary Education; \*Evaluation Criteria; \*Evaluation Methods; Evaluation Problems; \*School Effectiveness

IDENTIFIERS- \*Scotland

Proceedings of a workshop held at the University of Stirling, Scotland, to critically examine issues in quality assurance (QA) in education are provided in this document. QA is the generic title for a series of business-management models that have been applied to educational contexts to describe and promote school effectiveness. Five papers and their subsequent discussions are presented: (1) "Quality Assurance and School Development Planning" (David Hopkins); (2) "Quality Assurance: The Perspective from Fife" (Alex McKay); (3) "A Business Perspective on Quality Management" (George Elliot); (4) "Quality Assurance in Strathclyde" (Phil Drake); and (5) "Changing School Change Strategies" (David Reynolds). A concluding section attempts to find common ground among participants and outlines the elements of a QA practice: linking diagnosis with development; defining indicators and acknowledging values; developing new research approaches; designing organizations; proving the effectiveness of quality management; eliminating the negative; and using ocular images. References accompany each section. Ten figures are included. (LMI)

ED 359 605

EA 025 019

Stronach, Ian, Ed.

Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues.

PUB DATE- 93

NOTE- 19p.; For a related document, see EA 025 018.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Educational Assessment; \*Educational Quality; Effective Schools Research; Elementary Secondary Education; \*Evaluation Criteria; Evaluation Methods; \*Performance; \*School Effectiveness; Self Evaluation (Groups)

IDENTIFIERS- \*Scotland

Issues in ensuring educational quality are examined in this document. Section 1 provides information for developing plans and targets. The following areas are highlighted: school-effectiveness research findings; developments in Scotland to improved educational quality; internal and external evaluation

(150), Reports - Research/Technical (143)  
DESCRIPTORS- \*Administrator Effectiveness; Administrator Responsibility; Administrator Role; \*Collegiality; Educational Cooperation; Elementary Education; \*Instructional Leadership; \*Leadership; Principals; \*Teacher Administrator Relationship  
Findings of a study that examined the key elements necessary for administrative instructional leadership in elementary schools are presented in this paper, with a focus on the conflict between the use of power and collaboration. Interviews were conducted with 8 elementary school principals (3 men and 5 women) who were identified as exemplary instructional leaders and with 16 teachers, all from one midwestern state. Observation and document analysis were also conducted. Findings suggest that the key elements for successful instructional leadership include visioning, supervising and evaluating, forming close personal relationships, communicating, conducting meetings, initiating programs, and soliciting parent involvement. Principals identified teacher mind sets, state department mandates, time constraints, and parent opposition as barriers to instructional leadership. The main problem lies in power inequities between the principal and teachers, between teachers, and between the school and community. A framework for instructional leadership, based on collaborative power theory, is presented, in which power inequities are filtered through a gate of action/interaction strategies. The strategies include trust, collegiality, empowerment, diplomacy, and visioning. Collaborative power can be used by administrators to create a quality school where the focus is on teacher collaboration and child development. One table and one figure are included. (Contains 21 references.) (LMI)

ED 359 625

EA 025 059

Thomas, Robert G.  
Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance.  
PUB DATE- 93  
NOTE- 20p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; \*Educational Equity (Finance); \*Educational Finance; Educational Opportunities; \*Educational Vouchers; Elementary Secondary Education; Equal Education; Open Enrollment; \*School Choice; Social Stratification; State Church Separation; \*Tax Credits; \*Tuition

This paper describes the use of tuition tax credits and vouchers as political alternatives of choice and competition in a progressive society. School and public administration theorists identify two distinct finance models: the rational and the political. The first part of this paper examines and describes these two models. The next part highlights characteristics and possible outcomes of tuition tax credits and vouchers. Finally, the impact of parental choice and competition on three American values--social cohesion, separation of church and state, and equity--are discussed. A conclusion is that tuition tax credits and vouchers may encourage social stratification, cause new problems in church/state separation, and segregate the schools along racial lines. Two figures are included. (Contains 18 references.) (LMI)

ED 359 626

EA 025 062

The Impact of Membership Diversity on School Council Decision Making.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Citizens Councils; Cultural Differences; Decision Making; Elementary Secondary Education; \*Group Dynamics; Organizational Communication; \*Participative Decision Making; \*School Based Management

IDENTIFIERS- \*Diversity (Groups); \*Los Angeles Unified School District CA

This study explores the relationship between demographic diversity among members of school leadership councils and the nature and quality of their decision-making processes. A survey was mailed to all members of the leadership councils at 156 Los Angeles (California) Unified School District schools--of which 78 were involved in the shared decision-making (SDM) phase and 78 were involved in school-based management (SBM) phase. Fifty-seven schools, with a total of 682 surveys, qualified for inclusion in the study. Dependent variables included characteristics of the councils' functioning, and independent variables included aspects of the members' diversity. Findings indicate that differences in the amount of individual council experience negatively impacted group process. Greater role diversity had a positive effect on the level and quality of participation and on decision-making effectiveness. Gender and ethnic diversity had a minimal impact on the measured facets of council functioning--decision-making effectiveness, problem-solving effectiveness, noneducator involvement, and council effectiveness. Overall, demographic diversity among council members did not have an overwhelming impact on the nature of councils' operations. The findings indicate that, on the whole, council members do not perceive such negative consequences as, for example, that diversity makes the decision-making process more problematic. One table is included. The appendix contains dependent variable scales and items. (Contains 15 references.) (LMI)

ED 359 646

EA 025 084

Kirby, Peggy C.; Bogotch, Ira

Information Utilization in Restructuring Schools: The Role of the Beginning Principal.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; \*Administrator Role; Elementary Secondary Education; Group Dynamics; Information Dissemination; Information Seeking; \*Information Utilization; Organizational Communication; \*Participative Decision Making; \*Principals

IDENTIFIERS- \*Beginning Principals; Leadership in Educational Administration Dev; \*Louisiana

Findings of a study that examined how information is used in



ensures mastery of the basic skills necessary for success in higher grades, and motivates students. However, others argue that retention is associated with subsequent poor academic achievement, low self-esteem, negative attitudes toward school, and high dropout rates. Overall, research findings demonstrate that retention has no significant, positive, longterm effect on academic achievement. Alternatives to retention are programs that give students individualized time and attention, such as the Arizona At-Risk Pilot Project. Since 1987, the 42 K-3 demonstration sites have experienced decreased dropout rates, improved achievement scores, and reduced absenteeism. However, pilot districts in general lacked specific retention policies, definitions, and criteria. A conclusion is that alternative programs are more cost effective than retention in terms of economic and personal costs. Seven recommendations for policy and practice regarding student retention are presented. Two tables are included. (LMI)

ED 359 667

EA 025 117

Peshkin, Alan

The Relationship between Culture and Curriculum: A Many Fitting Thing. Project Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cross Cultural Studies; \*Cultural Context; \*Culture; \*Curriculum Development; \*Educational Theories; Elementary Secondary Education; Multicultural Education; Politics of Education

This paper discusses the relationship between culture and curriculum, examining the ways in which school constituencies seek to manifest some aspect of culture in the school curriculum. These individuals and groups operate formally and informally to have schools become fitting means to some valued ends. The relationship between schools and their constituencies occurs in a complex cultural context, wherein individuals and groups are "agents" of a particular orientation that schools should reflect. At any given point in time, schools are the focus of a multitude of competing orientations directed to making schools fitting places, from some specified point of view. Macro- and micro-level theories are presented, which describe the divergent purposes of education--for assimilation, ethnic or community maintenance, economic competitiveness, status maintenance or reversal, and citizenship. Contains 189 references. (LMI)

ED 359 668

EA 025 119

Krug, Samuel E.

Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report.

SPONS. AGENCY- Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 21 Jun 92

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Nathanson, Jeanne H., Ed.  
Partnerships for Learning.

PUB DATE- 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Agency Cooperation; Ancillary School Services;  
\*Cooperative Programs; \*Disabilities; Early Childhood  
Education; Educational Change; Grading; Homework; Inservice  
Education; Mothers; National Surveys; Parent Child  
Relationship; Parent Education; Parent Participation; School  
Business Relationship; State Programs; Therapists; Vocational  
Rehabilitation

IDENTIFIERS- Medically Fragile

This journal issue focuses on cooperative partnership programs for the improvement of educational services to students with disabilities. The eight articles are: (1) "Partner-Based Prelinguistic Intervention: A Preliminary Report" by M. Jeanne Wilcox (which found the intervention procedures had a strong effect on mother-child dyads); (2) "Helping Parents to Help Their Children" by Beth Bohrn, James Bryan and Tanis Bryan (which describes two pilot studies to increase the effectiveness of parent involvement stressing attribution training); (3) "Homework, Grading, and Testing: National Surveys of School District Policies" (Michael H. Epstein et al.); (4) "A Green Mountain Challenge: Assessing the Impact of School Reform on Children with Disabilities" by Pam Kay et al. (a Vermont effort at systematic educational reform); (5) "Partnerships Between Therapists, Parents, and Children" by Mary C. Lawlor and Elizabeth A. Cada (describing a University of Illinois project); (6) "Inservice Programs for Related Services Teams Serving Medically Fragile Children" by Forrest C. Bennett et al. (describing a demonstration project in Oregon and Washington); (7) "From Vision to Reality: The Opened Door" by Ruby Frazier (describing "Projects with Industry" in Lansing, Michigan) and (8) "Effective Consumer-Service Provider Interactions in Vocational Rehabilitation" (Thomas Czerlinsky and Shirley K. Chandler). All articles include references. (DB)

ED 359 687

EC 302 247

Carter, Susanne

Traumatic Brain Injury: The Role of Schools in Assessment.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- May 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070); Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Age Differences; Definitions; Early Intervention;  
Educational Legislation; Elementary Secondary Education;  
\*Evaluation Methods; Federal Legislation; \*Head Injuries;  
Informal Assessment; Measures (Individuals); \*Neurological  
Impairments; \*Neuropsychology; School Role; Student  
Characteristics; \*Student Evaluation; Tests

communication units (pre-1957 period), rules (1960s), communicative intent (early 1970s), communicative function (mid 1970s), dyadic interaction (late 1970s), and the ecological interrelationship of individual and environmental variables (1980s). The speech then urges the melding or merging of all previous phases if the dream of full inclusion and the scheme of effective partnering are to be attained. (DB)

ED 359 705

EC 302 266

Jenison, Mary Ellen

Project ABLE: Academic Bridges to Learning Effectiveness.

PUB DATE- 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; College Programs; College Students; Community Colleges; \*Developmental Studies Programs; \*Head Injuries; \*Learning Disabilities; Neurological Impairments; Program Effectiveness; Remedial Instruction; Social Support Groups; \*Student Development; Student Educational Objectives; \*Student Personnel Services; Two Year Colleges

IDENTIFIERS- \*Longview Community College MO

This paper describes Project ABLE (Academic Bridges to Learning Effectiveness), a program of the Longview Community College in Kansas City, Missouri, to provide college students with learning disabilities or brain injuries with the skills needed to succeed in college and the workplace. Each student in the program takes a basic core of classes covering personal awareness, assertiveness skills, college survival skills, study skills, and career education. Additional specially designed courses are available for help in basic reading, writing, mathematics, and keyboarding. Students may also be provided with special support services while attending general education classes. Project ABLE students also meet weekly with a support group (different groups for students with head injuries and learning disabilities) facilitated by a psychologist. A monthly support group is provided for family members. Program students pay a differential tuition fee to offset extra costs. Students remain in Project ABLE for an average of three semesters. Evaluation indicates that 71 percent of ABLE students continued to be enrolled in some educational or training program, with 31 percent in regular programs, and that program students develop in the direction of an internal locus of control, higher self esteem, and better critical thinking skills. Community support for the program has been demonstrated. (DB)

ED 359 706

EC 302 268

Wang, Margaret C.; And Others

Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91

NOTE- 16p.; In: Constable, R., Ed.; And Others. School Social Work: Practice and Research Perspectives. Chicago, Lyceum Books, 1991. p156-166.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)

the importance of controlling for individual characteristics.  
(Contains 44 references.) (DB)

ED 359 726

EC 302 291

The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students.

PUB DATE- Mar 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accessibility (for Disabled); \*Blindness; \*Braille; Computer Software; Elementary Secondary Education; Instructional Materials; \*Publishing Industry; State Programs; \*Textbook Publication; Textbooks; \*Visual Impairments

IDENTIFIERS- \*Texas

This report describes activities and recommendations of the Texas Commission on Braille Textbook Production, which monitors the acquisition Commission on Braille Textbook Production. The primary purpose of the commission is to monitor the expeditious acquisition of publisher computerized files in the form of textbook diskettes which are needed for more timely production of braille textbooks through the use of braille translation software. This charge has been interpreted by the commission as the responsibility for assuring the timely delivery of braille textbooks to Texas public school students who are blind or visually impaired. The Commission found that Texas has the most technologically advanced and efficient braille textbook production system in the United States. Findings and recommendations address: the definition of literary textbooks, optional computerized file formatting standards for textbooks, funding for the preparation of computerized textbook files, mandatory dates for delivery of diskettes and corrections to textbooks, promoting timely delivery of braille textbooks, transmission of computerized textbook files, cooperation with national efforts, workbooks and supplementary materials, interlining for grades 3 and below, graphics, music textbooks, typing textbooks, electronic instructional media systems, braille producer and consumer communication, braille producer and publisher communication, the Commission's resolution on braille, adoptions of state textbooks, and continuation of the Commission. Two legislative recommendations urge modifying the Texas Education Code to require publishers to provide computerized textbook files and authorizing the State Board of Education to acquire, purchase, and contract for free ancillary and supplementary instructional materials (such as workbooks) for braille-reading students when available. (DB)

ED 359 727

EC 302 292

Ensign, Arselia, Ed.

Universal Playground Design.

PUB DATE- May 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

tones. The sixth and seventh chapters contain detailed analysis of the tonal system of Igbo, with particular attention to the specification of syntactic environments for its major tonal processes. In chapter 8, the interaction between phonology and syntax is examined, and a specific constraint is proposed. (Contains 68 references.) (MSE)

ED 359 746

FL 020 811

Lindeberg, Ann-Charlotte, Ed.; And Others  
Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990).

PUB DATE- Apr 92

NOTE- 282p.; Published by Abo Academy Press. For individual papers, see FL 020 812-833.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Adverbs; Content Analysis; Contrastive Linguistics; Court Litigation; \*Discourse Analysis; Finnish; Foreign Countries; Higher Education; Languages for Special Purposes; Linguistic Theory; Norms; Persuasive Discourse; \*Questioning Techniques; Rhetoric; Secondary Education; Swedish; \*Text Structure; Time; Uncommonly Taught Languages; Word Processing; \*Written Language

IDENTIFIERS- East Germany; Macrostructures (Information); Referents (Linguistics); USSR

Papers presented at the 1990 Symposium of the Nordic Research Group for Theoretical and Applied Text Linguistics include the following: "Success Concepts" (Enkvist); "Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension" (Garrod); "Particles as Fundaments of Discourse Structuring" (Fernandez-Vest); "Macrostructure in Conversation" (Backlund); "Lexis in Discourse" (Nyyssonen); "The Notion of Coercion in Courtroom Questioning" (Bulow-Moller); "Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels" (Gunnarsson); "Main Worlds and Supplements" (Melander); "Identity Relations and Superthemes in Swedish LSP Texts" (Naslund); "Conflicts and Changes in Textual Norms" (Berge); "Sign, Language, and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News" (Pankow); "News Discourse: The Paratextual Structure of News Texts" (Frandsen); "Polyphonic Structure" (Flottum); "Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension" (Tirkkonen-Condit); "Temporal Adverbials in Text Structuring: On Temporal Text Strategy" (Virtanen); "Diversifying Procedural Discourse" (Wikberg); "A Sense of Relief: Backgrounding in Argumentative Student Writing" (Evensen); "Text and Reference" (Ventola); "Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing" (Mauranen); "Some Aspects of the Pragmatic Organization of Academic Discourse" (Suomela-Salmi); "Composing on the Computer: A Study of Work Habits on the Job" (Wikborg); and "The Use of 'Idea Processors' for Studying Structural Aspects of Text Production" (Eklundh). (JP)

ED 359 747

FL 020 812

Enkvist, Erik Nils

Success Concepts.

PUB DATE- Apr 92

NOTE- 11p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

Spring 1993.  
 PUB DATE- 93  
 NOTE- 147p.; For individual papers, see FL 021 225-230.  
 LANGUAGE- English  
 EDRS Price- MF01/PC06 Plus Postage.  
 PUB TYPE- Collected Works - General (020)  
 DESCRIPTORS- \*Applied Linguistics; Case Studies; College Second Language Programs; Communication Problems; \*Cooperative Learning; Cultural Awareness; Culture Conflict; Elementary Secondary Education; Higher Education; Language Planning; Language Research; \*Language Role; Limited English Speaking; \*Multicultural Education; Second Language Instruction; \*Statewide Planning; Student Role  
 IDENTIFIERS- \*Arkansas; \*University of Pennsylvania

This issue of a journal designed to serve as a forum for the exchange of ideas among students and scholars on various aspects of linguistics in education contains the following papers: "The Importance of Participant Role in Cooperative Learning" (Rebecca Freeman); "The Trap of Generalization: A Case of Encountering a New Culture" (Masakazu Iino); "Sticking Points": Effects of Instruction on NNS Refusal Strategies" (Kendall A. King, Rita Elaine Silver); "Planning Language-in-Education in Arkansas: A Case Study" (Felicia Lincoln-Porter); "Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study" (Kristin I. Loheyde); and "Story, Voice, and Culture: The Politics of Narrative in Multicultural Education" (Cathy Luna). (MSE)

ED 359 772

FL 021 225

Freeman, Rebecca  
 The Importance of Participant Role in Cooperative Learning.  
 PUB DATE- 93  
 NOTE- 21p.; For the complete journal, see FL 021 224.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Reports - Research/Technical  
 (143), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Journal Articles (080)  
 DESCRIPTORS- Case Studies; Classroom Techniques; College Students; \*Cooperative Learning; Discourse Analysis; Educational Research; English (Second Language); \*Group Dynamics; Higher Education; Language Research; \*Learning Strategies; Peer Relationship; Second Language Instruction; \*Second Languages; \*Small Group Instruction; \*Student Role  
 A way in which second language teachers can use analysis of student discourse to understand how small group interaction defines students' roles relative to each other is demonstrated in a case study. The study compared the participant role of a 21-year-old Japanese male student in an intensive English second language program in two different student pairs. In one pair, the subject did not participate fully, showed frustration, and allowed the other participant to determine the dynamics of the interaction. In the second pair, the subject negotiated turn-taking with his partner and began to perceive himself as a legitimate participant in the classroom culture. It is concluded that the interaction between students can either limit or enhance students' opportunities to participate and negotiate meaning, and the teacher is in a position to intervene to change the limiting organization of the pair or group. In addition, it is proposed that when the teacher can identify strategies that students are using to successfully negotiate meaning, she or he can help all students develop such strategies by making them explicit. (MSE)

experimental curriculum in exploring language variation and dialects, designed for grades 4 and 5, is then described. (Contains 84 references.) (MSE)

ED 359 790

FL 021 331

Wolfram, Walt

On the Sociolinguistic Significance of Obscure Dialect Structures: The NP i "call" NP i Ving Construction in African American Vernacular English.

PUB DATE- Dec 92

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Black Dialects; \*Dialects; Grammar; \*Language Patterns; \*Language Variation; Phrase Structure; Sentence Structure; \*Sociocultural Patterns; Sociolinguistics; Structural Analysis (Linguistics)

IDENTIFIERS- \*African Americans

A construction occurring in African American Vernacular English (AAVE) is examined: NP i "call" NP i V"-ing", as in "the woman call herself working." First, a number of reasons that such a form might be overlooked or dismissed as an AAVE dialect form are outlined. Then the sociolinguistic method is applied to the construction to analyze its syntactic context and distribution, semantic-pragmatic function, and status as a form AAVE. It is concluded that the construction is a camouflaged form somewhat different from classic cases of camouflaging, and that its syntactic similarity disguises its semantic uniqueness. Lack of stigmatization is also seen as contributing to the camouflaging. A 23-item bibliography and the questionnaire used to elicit information on the construction's use are appended. (MSE)

ED 359 791

FL 021 335

Fallon, Gerald; Morse, Marie

Le Francais a l'elementaire: Guide pedagogique, premier cycle.

Francais - langue maternelle (Elementary School French:

Teaching Guide, First Cycle. French - Native Language).

PUB DATE- 87

NOTE- 366p.; For the second cycle (Grades 4-6), see FL 021 336.

LANGUAGE- French

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; \*Communicative Competence (Languages); Course Content; Curriculum Development; Foreign Countries; \*French; French Canadians; Grade 1; Grade 2; Grade 3; \*Native Language Instruction; \*Notional Functional Syllabi; Primary Education

IDENTIFIERS- \*Alberta; Francophone Education (Canada)

The Alberta (Canada) teaching guide for French native language instruction in the early elementary school years (grades 1-3) is intended as a resource for classroom teachers. Its objective is to help teachers integrate notional content and meaningful communicative activities, both oral and written. Introductory sections discuss the guiding principles behind the approach, including the nature of communicative activities, the teacher's role, and the student's role, and the notion of linguistic competence. The next section examines in some detail the cognitive aspects of the development of specific communicative language skills in elementary school children. Three subsequent

description of the resource or materials. The materials listed are mostly reports of workplace literacy projects in the hotel and food service industries, and training manuals for conducting such programs. The report also contains a summary of the state of basic skills training in the hotel and food service industries today. Attached is a reprint of the BCEL newsletter for July 1988, containing an article, "Guiding Lights: Policy and Planning," which summarizes the "Workforce 2000" and "Toward a More Perfect Union" reports and their implications for policymakers. (KC)

ED 359 333

CE 063 591

Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised.

PUB DATE- May 93

NOTE- 13p.; Revises ED 344 078.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; \*Adult Reading Programs; Annotated Bibliographies; \*Basic Skills; Functional Literacy; \*Health Occupations; \*Health Personnel; \*Literacy Education; \*Patient Education; Profiles; Program Descriptions

IDENTIFIERS- \*Workplace Literacy

This brief is a combination directory of contact persons and annotated bibliography designed to provide information on developing and implementing basic skills training programs for workers in the health care industry. The first section contains information on 33 contact persons currently operating employee basic skills programs for health care workers, working on patients' literacy needs, providing technical assistance in the area of basic skills training, researching the impact of employee basic skills on health care, or operating grant programs in support of health care projects. Each profile contains the contact person's current title and address along with a brief summary of the program. The second part of the brief is an annotated bibliography of 16 publications. The publications cited deal with various aspects of basic skills and literacy training for health care workers and patient education, including the following: workplace literacy, teaching and learning English as a Second Language, teaching patients with low literacy skills, women's health, the health status of illiterate adults, communicating with non-English-speaking patients, and cultural diversity. A publisher of health care materials for adults with limited reading abilities is also listed. (MN)

ED 359 334

CE 063 592

Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised.

PUB DATE- Jun 93

NOTE- 20p.; Revises ED 344 080.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132), Collected Works - Serials (022)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Basic Skills; Citations (References); \*Education Work Relationship; Instructional Materials; Labor Force Development; \*Literacy Education; Program Administration; Program Development; Reading



display the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 351

CE 063 948

Work Experience. Florida Vocational Program Guide.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

Div. of Vocational, Adult, and Community Education.

PUB DATE- Jul 91

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Dropout Prevention; Employer Employee Relationship; \*Employment Potential; \*Job Skills; Occupational Information; \*On the Job Training; \*Part Time Employment; Performance; Postsecondary Education; Potential Dropouts; Program Development; Program Evaluation; Program Guides; \*Program Implementation; Secondary Education; State Programs; Statewide Planning; \*Work Experience Programs

IDENTIFIERS- Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a work experience program designed for the potential school leaver. The program philosophy is set forth. Program content is then presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and safety information. The section on implementation considers student learning guides and employer relations. A section on professional considerations addresses certification coverage and lists professional organizations and support services. The final section lists instructional resources: sources of print materials and audiovisual materials and software, teacher-recommended materials, and Florida Educational Information Service services. A sample student learning guide, samples of forms mentioned in the curriculum framework, and additional sample forms are appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 352

CE 063 955

Fingeret, Hanna Arlene

It Belongs to Me. A Guide to Portfolio Assessment in Adult

Education Programs.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Washington, DC. Div. of Adult Education and Literacy.

PUB DATE- Apr 93

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

Nanoo); "A Model for Continuing Education Participation among Members of Selected Professions" (Matthias); "Comparative AE" (Mlozi, Hian); "From Preacher to Politician" (Oussoren); "Time and Space in AE" (Plumb); "Making Sense of Change in an Increasingly Diverse Workplace" (Pitters, Muzumdar); "Recovering Community in the Adult Education Movement" (Pyrch); "The Stories We Are" (Randall); "A Feminist Framework for Political Action on Peace and Global Transformation in Radical Adult Environmental Education" (Rosenberg); "Self-Surveillance and the Status of Women" (Schick); "Revisiting Theory and Practice" (Selman); "Labour and Educators Conference on SoliNet" (Spencer); "Literacy for Health and Human Development" (Taylor et al.); and "Canadian Pluralism and Dutch 'Pillarisation'" (Thomas). (MN)

ED 359 368

CE 063 994

Leicester, Mal

Race for a Change in Continuing and Higher Education. The Cutting Edge Series.

PUB DATE- 93

NOTE- 142p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Academic Standards; Access to Education; Adult Education; Annotated Bibliographies; Black Education; Blacks; Change Agents; Change Strategies; \*Continuing Education; \*Cultural Pluralism; \*Educational Change; \*Equal Education; Ethnicity; Foreign Countries; Higher Education; Lifelong Learning; Models; Multicultural Education; Questionnaires; \*Racial Bias

IDENTIFIERS- \*Great Britain

Race and ethnicity can be forces for change. Increased attention to ethnicity issues in continuing and higher education in Great Britain would lead to changes in the structure and content of continuing education. Continuing education itself would then serve as a change agent across the university system by providing an antiracist model for other university departments. The beginnings of this trend toward continuing education departments serving as catalysts for change throughout the entire university system are evident in an analysis of the antiracist developments that have taken place since the 1988 University Council for Adult and Continuing Education (UCACE) survey of existing provisions for minority ethnic communities by university continuing education departments. The following issues must be taken into consideration in attempts to transform continuing and higher education into antiracist institutions: provision of better access for mature students, including blacks; improved access through antiracist outreach and recruitment; access and maintenance of academic standards; and the nature of an antiracist and lifelong continuing education system. (Appended are an annotated bibliography of 34 resources pertaining to antiracist work in continuing and higher education, UCACE recommendations for achieving antiracism, and an antiracist higher education questionnaire. The bibliography lists 110 references.) (MN)

ED 359 369

CE 063 996

Sless, David

Literacy: An Ecological View.

PUB DATE- 92

NOTE- 12p.

contributor's name and address; objectives; procedures; materials needed; comments; and answer key and/or word list. Student handouts suitable for replication are provided. The handbook describes 98 projects; the supplement describes 68 project. (YLB)

ED 359 387

CE 064 020

Chapman, Patricia H., Comp.; And Others  
Creative Teaching Ideas.

PUB DATE- 93

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Accounting; Banking; Basic Business Education; Behavioral Objectives; Business Communication; \*Business Education; \*Class Activities; \*Classroom Techniques; Computers; Critical Thinking; Economics; Entrepreneurship; Exports; Human Factors Engineering; Human Relations; Imports; Insurance; International Trade; Keyboarding (Data Entry); \*Learning Activities; Office Management; Postsecondary Education; Professional Development; Secondary Education; Student Evaluation

IDENTIFIERS- Business Law; Business Mathematics

This book contains 172 creative teaching ideas pertaining to various subject areas and aspects of business education. Most of the ideas included are intended for use in secondary and postsecondary classrooms; however, a few are applicable at all grade levels. The teaching ideas are organized according to the following subject areas/topics: accounting (beginning, intermediate, and advanced accounting); administrative management systems (administrative office procedures and dictation/transcription); banking; basic business; business communications; business law; business math; computer technology (database, desktop publishing, electronic mail, information/word processing, spreadsheets, telecommunications, and general); critical thinking skills; economics; entrepreneurship; ergonomics; evaluation; human relations (interviewing and interpersonal skills/relationships); imports/exports; insurance; international business; keyboarding; marketing business education (placement and recruitment and retention); miscellaneous; and professional development (dress, ethics, etiquette, personal finance, professional growth, work attitudes). Each idea is presented on a separate information sheet. Each information sheet contains the following: subject area, grade level, title, objective, step-by-step procedure, and contributor's name and school. A list of contributors is included. (MN)

ED 359 388

CE 064 021

Standards for Business Teacher Education.

PUB DATE- 88

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Academic Standards; \*Administrative Principles; \*Business Education Teachers; \*Educational Principles; Graduate

filled type, which may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Academic Education; Adult Vocational Education;  
Annual Reports; Career Counseling; \*Career Guidance; Community  
Colleges; Cooperative Programs; Disabilities; Displaced  
Homemakers; High Schools; Inservice Teacher Education;  
Integrated Curriculum; Limited English Speaking; One Parent  
Family; Postsecondary Education; \*Professional Development;  
\*Program Effectiveness; Program Evaluation; Two Year Colleges;  
\*Vocational Education

IDENTIFIERS- \*Guam

To remain current and provide support for vocational programs, Guam's State Director of Vocational and Adult Education worked closely with mainland agencies and organizations in 1991-92. A committee of practitioners developed a statewide system of core performance measures and standards. Leadership training kept program administrators up-to-date. Special training requested by government agencies and private enterprises was conducted at the worksite. Seventeen craft committees were active. Transportation was provided to vocational high school students who needed access to special facilities, equipment, and instructors. Career guidance and counseling activities included computerized career information, evaluation of incarcerated adults, development of a wellness training program, and a career resource center. Vocational programs provided for academic integration with strong emphasis on basic communications and for academic assistance. Tourism and marketing were the most popular secondary programs. Special postsecondary activities focused on construction and tourism, the major economic forces on Guam. On- and off-island professional development activities were available. Special programs were provided for handicapped individuals, persons with limited English proficiency, incarcerated adults, single parents, and displaced homemakers. (Appendixes include 1992 enrollment table, System of Performance Measures and Standards, program agreement and closeout report for an academic learning laboratory, and financial reports.) (YLB)

ED 359 407

CE 064 068

Territory of Guam Adult Education Programs. Performance Report.  
Fiscal Year 1992.

PUB DATE- 92

NOTE- 35p.; Appended Financial Status Reports contain some small,  
filled type, which may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Adult Basic Education; \*Adult Education; \*Adult  
Literacy; Annual Reports; Cooperative Programs; Curriculum  
Development; Curriculum Evaluation; Disabilities; English  
(Second Language); High School Equivalency Programs; Inplant  
Programs; Limited English Speaking; \*Literacy Education;  
\*Program Effectiveness; Program Evaluation; School Business  
Relationship

IDENTIFIERS- \*Guam

The 1992 activities in support of the goals described in the Guam State Plan for Adult Education focused on curriculum development and evaluation. Three major programs offered 48 daytime and 101 evening classes for students at 6 sites. The

basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Information included only in the teacher's edition includes information on use of the publication, a competency profile, an instructional review and task analysis, a list of related academic and workplace skills, a list of tools, equipment and materials, and a list of eight references. Topics covered in the units are as follows: orientation, nonservo robot operations, servo robot operations, sensors, end-of-arm tooling, and flexible manufacturing. (KC)

ED 359 426

CE 064 133

Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992).

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; \*Accreditation (Institutions); Accrediting Agencies; \*Degree Requirements; \*Educational Improvement; Graduate Study; Hearings; Higher Education; Institutional Evaluation; \*Masters Degrees; \*Military Training; Standards

IDENTIFIERS- Congress 102nd

This document reports the written and oral testimony given at two congressional hearings investigating the possibilities and methods for having degrees granted at military intermediate service schools and master's degrees granted at the National War College and the Industrial College of the Armed Forces. Officials testifying included high-ranking military officers, educational officials, and officials of accreditation organizations. Witnesses stated the advantages of degree-granting authority and pressed for Congress to authorize that facility, as one step in the accreditation process. Those who testified noted earlier efforts at accreditation for other military institutions and stressed that Congress had to grant degree-granting authority before the accrediting organizations would rule on standards for accreditation. Most of the testimony stressed the high quality of the military institutions and argued for passage of degree-granting authority for them. (KC)

ED 359 427

CE 064 134

Crawford, Clarence C.

Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate.

PUB DATE- 18 Jun 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; Cooperative Programs;

Schools as Community Social-Service Centers: West Virginia  
Programs and Possibilities.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Agency Cooperation; Child  
Abuse; \*Childhood Needs; Dropout Prevention; Early Parenthood;  
\*Elementary School Students; Elementary Secondary Education;  
Pregnancy; \*School Role; \*Secondary School Students; Self  
Esteem; \*Social Services; Substance Abuse; Youth Problems

IDENTIFIERS- \*West Virginia

Since schools are community institutions that have the most  
extensive and sustained contact with children, they have  
potential to serve as community centers for providing  
comprehensive and integrated social services. Schools are  
initiating programs that deal with children's needs beyond the  
academic realm, schools are calling on agencies and  
organizations to assist in providing services, and interagency  
collaboration is bringing together educators and service  
providers to develop programs that address social problems.  
This report resulted from the efforts of a study group of two  
teachers, a principal, an assistant principal, and a  
school/community relations director who explored  
school/community social-service partnerships in West Virginia.  
Forty school/community social-service programs in West Virginia  
are profiled. In addition to program descriptions, this  
document offers recommendations for planning and funding  
school/community social-service programs. A list of national  
organizations and West Virginia resources provides further  
information on available children's services, technical  
assistance for school-linked services, and research on  
children's issues. Programs described in the document deal with  
a variety of issues, including academically at-risk students,  
after school needs, child abuse and neglect, counseling needs,  
dropout prevention, family support, health and basic needs,  
life skills, parenting skills, parent and adult education,  
preschool needs, self-esteem, substance abuse prevention and  
recovery, and teenage pregnancy and parenting. (NB)

Kauth, Michelle; Buch, Kim

The Effects of Personal Characteristics on Mentoring Activities.

PUB DATE- Mar 93

NOTE- 7p.; Paper presented at the Annual Meeting of the  
Southeastern Psychological Association (39th, Atlanta, GA,  
March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Development; \*College Faculty; Higher  
Education; \*Individual Characteristics; \*Mentors; \*Personality  
Traits; \*Sex Differences

This exploratory study attempted to assess the effects of the  
personal characteristics of career stage, job involvement,  
having been previously mentored, and sex on whether or not  
individuals act as mentors themselves and the type of mentoring

network. All respondents were involved in assessment to some degree. The educational level of directors varied by size of school. Generally, the greater the size, the greater the educational level of the director. The average number of workshops given per year ranged from 24 to 118. Main topics of workshops included resume writing, interviewing skills, and job search strategies. Overall, the number of recruiters dropped by 940 between 1990-1991 and 1991-1992. The major portion of this report consists of 36 data tables. Data are organized collectively and grouped according to institutional size. (NB)

ED 359 467

CG 024 931

D'Andrea, Michael; Daniels, Judy  
Forgotten "Native Americans": A Study of the Psychological  
Development of Hawaiian Children.

PUB DATE- Jun 93

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Age Differences; \*Child Development;  
Children; Elementary Secondary Education; \*Hawaiians; \*Moral  
Development; \*Psychological Characteristics; \*Self Esteem; Sex  
Differences

This study was conducted to learn more about the moral development of Hawaiian children and adolescents and to assess if grade level (grade 5, 7, 9, or 11) or gender were related to the children's reported level of self-esteem. Eighty Hawaiian children and adolescents from low-to middle-income families were interviewed individually, asked to solve a moral dilemma, and administered the Culture-Free Self-Esteem Inventory (SEI). The data did not support Gilligan's theory of moral development when used to explore this group of Hawaiian students, suggesting that Hawaiian children and youth are more similar than dissimilar in terms of their moral reasoning perspectives. Subjects did not manifest a global dichotomy in the way males and females conceptualized solutions to the ethical dilemma presented to them. Consistent with other research, there was a decrease in self-esteem scores among the seventh graders. In contrast to other research showing that females generally experienced a greater reduction in self-esteem than males and that the diminishment in their sense of self-esteem persisted throughout intermediate and secondary school years, the lower self-esteem scores reported by seventh-grade Hawaiian students in this study were not found to be gender-related (Contains 38 references.) (NB)

ED 359 468

CG 024 932

Barenbaum, Nicole B.  
Parental Conflict and Children's Divorce Adjustment: A  
Multimethod Approach.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the Annual Meeting of the  
Southeastern Psychological Association (39th, Atlanta, GA,  
March 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Children; \*Conflict; \*Divorce; \*Emotional  
Adjustment; \*Parents

This study examined relationships between different types of

Their Communities." (RS)

ED 359 487

CS 011 338

Reading Grades K-12; Language Arts Grades K-5. Program Evaluation  
1992-93. Focus on Program Evaluation 93-128.

PUB DATE- Jun 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Computer Uses in Education; Curriculum Development;  
Elementary Secondary Education; Evaluation Methods; \*Language  
Arts; \*Program Evaluation; \*Reading Instruction; Reading  
Material Selection; Staff Development; \*Student Evaluation;  
\*Writing Instruction

IDENTIFIERS- Des Moines Public Schools IA

The responsibility of the reading/language arts program is to provide quality instruction, materials, and assessment practices to a diverse community of students. The responsibility of the Supervisor of Reading/Language Arts is to provide leadership toward integrating all communication skills with focus on increased student learning. There is no separate district budget for the reading/language arts program. The program utilizes funds from the Textbook Budget and the Curriculum Development/Materials Selection Budget. The district improvement plan contains two goals that directly relate to the reading/language arts program: to integrate technology into the delivery of instruction throughout the district, and to examine and promote alternative forms of student assessment. The reading/language arts program has contributed to the accomplishment of the district mission in several ways. Reading placement tests results indicate that elementary students are progressing at their appropriate instructional levels. The following needs, listed in order of priority, will guide the direction of the reading/language arts program: (1) enhance instruction of emerging and developing readers and writers; (2) differentiate instruction for developing and independent readers and writers; (3) expand the use of performance assessment tools; and (4) make technology accessible to teachers and students as a tool for instruction and learning. (Numerous tables of data are included.) (RS)

ED 359 488

CS 011 343

Geyer, Ruth E.; Feng, Jianhua

Parental Involvement and Its Relationship to Second Graders'  
Reading Achievement.

PUB DATE- Jun 93

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Early Intervention; \*Elementary School Students;  
\*Grade 2; Intelligence Quotient; Oral Reading; \*Parent  
Participation; \*Parent Student Relationship; Primary Education;  
\*Reading Achievement; Reading Readiness; Reading Skills;  
Student Evaluation; Teacher Role; Theory Practice Relationship

IDENTIFIERS- Ohio

A study examined the correspondence between parent involvement and second graders' reading achievement. It also examined the relationship between students' IQ scores and their reading achievement. Evaluation instruments included the SAT and the O-



IDENTIFIERS- \*Collaborative Learning; Family Literacy; Florida (North)

The improvement of reading comprehension skills in a target group of at-risk students in the second grade of a North Florida school was achieved through the implementation strategies of parental involvement and collaborative learning. At-home parent-child literacy interactions increased and parents became active role models in a Parent as Readers In School Program. Students engaged in collaborative listening, speaking, writing, reading and thinking activities. Positive cognitive growth was indicated by data comparison of two pre- and posttests: the Hunter-Grundin Reading for Meaning Test, Level Two, and the comprehension skills sub-tests in the unit tests of the county adopted basal reading series. Data provided by parent surveys and the tabulation of weekly at-home reading time sheets indicated a substantial improvement in parent-child literacy interactions. The strategies, methods, and results were shared with the faculty of the target school and local community educators via a workshop. (Eleven figures of data are included; 23 references, survey instruments, self-esteem measures, a reading time sheet, and letters to parents are attached.) (Author/RS)

ED 359 506

CS 011 361

Lehman, Bernadette B.

For Our Children (FUN): A Family Literacy Project for Adult Basic Education Classes. Occasional Paper.

PUB DATE- 93

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; \*Adult Reading Programs; \*Intergenerational Programs; Learning Activities; Lesson Plans; Literacy Education; \*Parent Child Relationship; Preschool Education; Program Descriptions; Reading Aloud to Others; Young Children

IDENTIFIERS- \*Emergent Literacy; \*Family Literacy; Indiana

Stressing the need for activities that are amusing, useful, and fun, this paper outlines a family literacy project that provides parents preparing for the General Education Development (GED) test with literacy activities they can do with their children at home. The paper explains that the project was developed for participants of the Indiana Manpower Placement and Comprehensive Training (IMPACT) Program of the State of Indiana. The paper notes that the focus of the program is on the parent as a companion rather than as a tutor (parent and child share and discuss mutual books, interact, listen, and respond to each other). After an introductory section, the paper describes the purpose, assumptions, curriculum, recruitment, resources, and evaluation of the program. The paper presents 17 sample lessons (each about two pages long and focusing on a single book) for use in Adult Basic Education classes. Twenty-eight references, a formative evaluation questionnaire, and a summative evaluation questionnaire are attached. (RS)

ED 359 507

CS 011 362

DeSantis, Diane K.

Restructuring the Curriculum for Active Involvement--Teachers and

composition studies journals as vehicles for social change and activism, she has instead edited, collaborated on, and published in Women's Studies. The professor feels that to break the widely-held assumption that everyone is heterosexual, gay men and lesbians need to constantly "come out" as a way of defying the stereotypes that make them invisible. Looking at homophobia as similar to all other forces of oppression that limit peoples' lives and connecting fighting heterosexism to fighting racism is one way of defying dangerous stereotypes. (SAM)

ED 359 526

CS 213 914

Wasson, Karen L.

Implementation of a Publishing Center To Enhance the Writing Process for Primary Students.

PUB DATE- May 93

NOTE- 78p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary School Students; Primary Education; Program Effectiveness; Student Attitudes; \*Student Motivation; \*Teacher Attitudes; Thinking Skills; \*Writing Attitudes; Writing for Publication; \*Writing Instruction

IDENTIFIERS- Childrens Writing; \*Process Approach (Writing); Student Surveys

A practicum was designed to motivate primary students to increase the quantity and improve the quality of their writing.

Publication of student works was the prime motivating factor. Other objectives were to develop in students a more positive attitude toward writing and gain the agreement of teachers that the publishing of their students' written work would enhance their classroom writing programs. After 12 weeks of the implementation of the publishing center, the quantity and quality of writing increased. Also, student surveys indicated a more positive attitude toward writing, and teachers agreed that the publication of students' works enhanced their writing programs. The publishing center will continue to operate in future years and will be expanded to include kindergarten and grades four and five. (One table of data is included; 28 references, an attitude survey for teachers, a writing attitude scale for students, a sign-up sheet for the publishing center, and a writing process handbook for teachers are attached.) (Author/RS)

ED 359 527

CS 213 915

Bump, Jerome

Sexual Difference and Participatory Pedagogy.

PUB DATE- Apr 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Freshmen; Cooperative Learning; \*Electronic Mail; \*English Instruction; Higher Education; \*Homophobia; \*Honors Curriculum; Literature Appreciation; \*Racial Bias; \*Sex Stereotypes; Social Bias; Writing (Composition)

on a semester basis. The lecturers have 3-year wrap around contract, benefits, and voting rights of regular faculty members except those regarding tenure issues. As the lecturers participate in department and university governance, they find themselves frustratingly both inside and outside the system: they are told that they have all the rights of faculty members, yet everyone knows that they belong to a group which is at a distinct disadvantage. Recently, lecturers were told that there was no money for mandatory raises, the State Board of Regents announced its intention to eliminate multiple-year contracts, and department needs dictate that they teach only literature courses. Situations such as that at UNR should not be accepted as alternative models but as temporary, transitional arrangements. The solution lies in replacing the single model of the research professor with various models based on the needs of the university in the 1990s. (RS)

ED 359 546

CS 213 938

Steiner, Joan Naomi

A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6.

PUB DATE- 93

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; Curriculum Development; Decision Making; \*Educational Philosophy; Educational Research; Elementary Secondary Education; Higher Education; \*Metaphors; Models; Teacher Role

IDENTIFIERS- \*Britton (James); \*Hunter (Madeline)

In this paper, the educational stances of Madeline Hunter and James Britton are revealed through metaphorical concepts evident in their texts. After an introductory chapter which serves as a statement of purpose, the second and third chapters compare Hunter's and Britton's metaphors for learning, curriculum development, teacher and student roles, and academic decision making. The fourth chapter of the paper traces the metaphors to sources. The last chapter compares the social and political implications of each stance in light of classroom dynamics, teaching, and language learning. Three figures illustrating aspects of their metaphors are included; 112 references and an appendix comparing Hunter's and Britton's educational stances are attached. (RS)

ED 359 547

CS 213 939

Sperling, Melanie

The Social Nature of Written Text: A Research-Based Review and Summary of Conceptual Issues in the Teaching of Writing. Concept Paper No. 8.

PUB DATE- 93

NOTE- 66p.; NCTE Concept Paper Series.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; Literature Reviews; \*Social Influences; Theory Practice Relationship; \*Writing (Composition); \*Writing Instruction; \*Writing Research

IDENTIFIERS- Writing Contexts; \*Writing Development

This paper reviews and summarizes research studies in writing and

the critics throughout the 1930s, an enduring framework for broadcast criticism was constructed during the first two decades of commercial radio. (Contains 42 references.) (NKA)

ED 359 566

CS 508 197

Colby, Pamela A.

From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Historical Materials (060), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Childrens Television; \*Commercial Television; \*Federal Regulation; Government Role; Media Research; \*Programming (Broadcast); \*Television Commercials

IDENTIFIERS- \*Educational Issues; Federal Communications Commission; Hot Wheels Cars (Game); Media Government Relationship; \*Program Length Commercials

From 1969 to 1993 the definition of program length commercials has not been consistent. The FCC's first involvement with program length commercials was in 1969 when "Hot Wheels," a cartoon based on Mattel Corporation's Hot Wheels cars, was alleged to be nothing more than a 30 minute commercial. The FCC made no formal ruling but did develop a vague definition of a program length commercial. In 1971, the FCC issued its first Notice of Inquiry and Notice of Proposed Rule Making regarding commercial content in children's programming. Response was tremendous, and the FCC concluded that broadcasters have a special obligation to serve the unique needs of children. No formal rulings were made by the FCC, who wanted the broadcast industry to regulate itself. A 1978 Notice of Inquiry only restated previous guidelines. In 1983, the FCC wanted to deregulate children's television, while Congress started a major effort to adopt legislation. The "Children's Television Education Act of 1983" was the first action taken by Congress. The ban on program length commercials was officially removed in 1984 and coincided with an increased number of program length commercials. With the passage of the "Children's Television Education Act of 1990" Congress attempted to force the Federal Communications Commission (FCC) to clarify their regulatory position. Less than 2 years after passage of the "Children's Television Act of 1990," the FCC is disregarding the definitions that it established. (One hundred sixty-four notes are included; 146 references are attached.) (RS)

ED 359 567

CS 508 203

Southard, Sherry

Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business.

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

The use of video images, tempered with good judgment and some restraint, can serve a stage play as opposed to stealing its thunder. An experienced director of university theater productions decided to try to incorporate video images into his production of "Joseph and the Amazing Technicolor Dreamcoat." The production drew from the works of Josef Svoboda, a Czechoslovakian scenic designer who spliced large format visual images into his stage productions. A liquid crystal display rear-screen projector was employed in "Joseph," and a later production of "Godspell" used a video wall, a stack of 16 monitors that could be used independently or in various configurations. A list of issues that can guide efforts to include video in stage plays include: whether the video technology will complement or compete with the script; whether the images can be created given technology, time constraints, and budget; the impact of the video images on the actors; the effect on the orchestra's execution of the score in the case of a musical production; and whether the audience will view the production as glorified television or a night at the movie theater. Using video technology is also a way to fully involve more individuals (students) in a production, as the demands for support staff are generally high. (RS)

ED 359 586

CS 508 232

Fielder, Christine; And Others

A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study.

PUB DATE- 15 Apr 93

NOTE- 40p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; Content Analysis; Higher Education; High Schools; High School Students; Media Research; \*Persuasive Discourse; Student Attitudes; \*Student Recruitment; \*Videotape Recordings

IDENTIFIERS- Message Responses; Rhetorical Strategies

Faced with a smaller pool of qualified high school graduates, American colleges and universities have been forced to adopt aggressive marketing and recruitment processes. One of the most often applied communication techniques is the production and distribution of image or recruitment videotapes, or video brochures. A study applied a content analysis and survey research to three collegiate recruitment videos to determine the overriding visual content and structure of the videos and attempted to test for their overall effectiveness in visual rhetorical power and message retention. Results indicated that the videos tended to follow a similar content and sequential pattern. Results also indicated that the visual messages presented toward the beginning of the video have the highest level of student message retention and play the largest role in influencing a student's choice of college. (Three tables of data are included; 24 references, a list of videos available, categories for content analysis, a survey instrument, four graphs of data, and four tables of data are attached.) (RS)

ED 359 587

CS 508 233

Dickmeyer, Scott G.

of schools; evaluation criteria; the role of the school development plan; and strategies for school self-evaluation. The second section examines performance indicators, with a focus on the role, characteristics, and types of performance indicators; agencies and organizations involved in developing performance indicators; the indicators produced by Her Majesty's Inspectors; the critical performance indicators; and using performance indicators to best effect. (Contains 16 references.) (LMI)

ED 359 606

EA 025 021

Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.

PUB DATE- 91

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Accountability; \*Educational Assessment; Educational Change; \*Educational Improvement; \*Educational Objectives; Elementary Secondary Education; Excellence in Education; \*Performance; \*State Standards

IDENTIFIERS- \*Florida

Florida's School Improvement and Educational Accountability program is described in this guidebook. Part 1 explains the what, why, and how of the plan, which seeks to improve student performance by defining expectations and outcomes. Chapters provide information on the following: social and demographic changes in the state; the Education Commissioner's vision for change; a summary of the plan's key points; the history of the accountability movement; elements of the school-improvement process; an overview of Florida education legislation; a comparison of national, state, and regional education goals, and a timetable for implementation. Part 2 presents stakeholders' guides, which list benefits for each stakeholder and describe ways to become involved. Guides are provided for teachers, parents, students, principals, school and district support staff, school board members, superintendents, business people, postsecondary educators, the health and social-service community, the law-enforcement community, city and county government leaders, community leaders, and Department of Education staff. A glossary and 17 annotated references are included. (LMI)

ED 359 607

EA 025 024

Scharrer, Lesley, Comp.

Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.

PUB DATE- Feb 93

NOTE- 297p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Accountability; \*Educational Assessment; \*Educational Objectives; Educational Quality; Elementary Secondary Education; Evaluation Criteria; \*Performance; \*Public Schools; \*School Districts; State Standards

IDENTIFIERS- \*Alaska

This report summarizes Alaskan school districts' 1992-93 education plans and each district's "School Report Card to the Public." It summarizes the districts' progress toward their

Fuhrman, Susan H., Ed.  
Designing Coherent Education Policy: Improving the System.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 93

NOTE- 370p.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Books (010), Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Educational Change; \*Educational Objectives;

\*Educational Policy; Elementary Secondary Education;

Governance; \*Instructional Improvement; \*Policy Formation;

Politics of Education; \*Public Education; Standards

This book examines issues in designing coherent education policy for public elementary and secondary schools. It seeks to expand the policy discussion by refining the definition of coherence and considering a number of complex questions raised by the notion of coherent policy. The book offers an in-depth look at systemic school reform and offers a variety of ideas as to how educators at the district, state, and federal levels may coordinate the various elements of policy infrastructure around a new set of ambitious, common goals for student achievement. Chapters include the following: (1) "The Politics of Coherence" (Susan H. Fuhrman); (2) "Policy and Practice: The Relations between Governance and Instruction" (David K. Cohen and James P. Spillane); (3) "The Role of Local School Districts in Instructional Improvement" (Richard F. Elmore); (4) "Systemic Educational Policy: A Conceptual Framework" (William H. Clune); (5) "Student Incentives and Academic Standards: Independent Schools as a Coherent System" (Arthur G. Powell); (6) "New Directions for Early Childhood Care and Education Policy" (W. Steven Barnett); (7) "How the World of Students and Teachers Challenges Policy Coherence" (Milbrey W. McLaughlin and Joan E. Talbert); (8) "Systemic Reform and Educational Opportunity" (Jennifer A. O'Day and Marshall S. Smith); and (9) "Conclusion: Can Policy Lead the Way?" (Susan H. Fuhrman.) References accompany each chapter. (LMI)

ED 359 627

EA 025 063

Hannaway, Jane, Ed.; Carnoy, Martin, Ed.  
Decentralization and School Improvement: Can We Fulfill the Promise?

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 93

NOTE- 272p.; Based on Consortium for Policy Research in Education Seminars (Stanford, CA, and Washington, DC).

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Books (010), Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Decentralization; \*Educational Improvement; Elementary Secondary Education; \*Governance; Politics of Education; \*Power Structure; \*School Based Management; School Restructuring

In this book, eight contributors examine issues related to the

schools that have adopted shared decision-making practices are presented in this paper. The study focused on how first- and second-year principals access, use, and value various kinds of information. A total of 24 out of 29 Louisiana LEAD schools responded to a questionnaire, an approximate 83 percent return rate. Respondents included 22 principals and 134 teachers from 12 elementary schools, 4 middle schools, and 8 high schools. Findings demonstrate empirical support for a positive relationship between shared decision making and the valuing of information. In schools where teachers reported high levels of involvement, shared decision making involved greater use of external information. Teachers who did not report high levels of involvement perceived the shared decision-making process as time-consuming and tended to rely on group experiences for decision-making information. It is suggested that beginning principals utilize university facilitators, acquire training in the use of informed decision-making processes, and act as information providers. Two figures and four tables are included. (Contains 15 references.) (LMI)

ED 359 647

EA 025 085

Hallinger, Philip; Hausman, Charles  
From Attila the Hun to Mary Had a Little Lamb: Redefining  
Principal Roles in Restructured Schools.

PUB DATE- Apr 93

NOTE- 38p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150); Reports - Research/Technical (143)

DESCRIPTORS- Administrator Effectiveness; Administrator  
Responsibility; \*Administrator Role; \*Educational Change;  
Elementary Secondary Education; Instructional Leadership;  
Leadership; \*Leadership Styles; Participative Decision Making;  
\*Principals; \*School Based Management; \*School Restructuring  
American policymakers have come to view principals as linchpins  
in plans for educational change. Findings of a study that  
examined how the principal's role changes in a school that is  
engaged in fundamental restructuring are presented in this  
paper. Data for the longitudinal case study of a suburban-urban  
school district in the northeastern United States were  
collected from 1988 to 1993. This paper focuses on the  
implementation processes of school-based management and shared  
decision making in two elementary schools. Methodology involved  
document analysis and interviews with central office  
administrators, members of the school leadership councils, and  
the two principals. Findings indicate that structural changes  
in the school increase the potential for conflict because  
principals must negotiate higher stakes decisions with parents  
and staff, yet remain accountable to the central office. For  
the most part, the principals were unable to successfully adapt  
to the demands of the district context. Successful leadership  
in a participative decision-making context requires congruence  
of personal values with organizational goals, preparation in  
group process skills, instructional leadership abilities, and  
clear lines of authority and domains of responsibility.  
(Contains 31 references.) (LMI)

ED 359 648

EA 025 086

Wilkie, Alexander F.



DESCRIPTORS- \*Academic Achievement; Administrator Effectiveness; Administrator Role; Correlation; \*Educational Environment; Elementary Education; Elementary School Teachers; Institutional Environment; \*Instructional Leadership; Junior High Schools; \*Leadership; Middle Schools; \*Organizational Climate; Secondary School Teachers

IDENTIFIERS- Illinois (Chicago Metropolitan Area)

Findings of a study that examined how effectively instructional leadership and instructional climate predict student learning outcomes are presented in this paper. Surveys to determine principals' self-perceptions and teachers' perceptions of instructional climate were completed by 72 principals and 1,523 teachers. Achievement results for 9,415 students, taken from the Illinois statewide student-assessment program, were available at the third-grade level (56 schools), sixth-grade level (41 schools), and eighth-grade level (15 schools). The dimensions of instructional leadership included: defining mission; managing curriculum and instruction; supervising and supporting teaching; monitoring student progress; and promoting instructional climate. Measured dimensions of instructional climate included accomplishment, recognition, power, and affiliation. Findings demonstrated a significantly positive correlation between principals' self-ratings of instructional leadership and student achievement. The correlations were strongest for academic satisfaction, recognition, accomplishment, and commitment. No significant relationships were found between teacher ratings of instructional leadership and student achievement, though they were generally positive. In conclusion, the findings provide empirical evidence for a strong relationship between instructional leadership and student learning outcomes. (Contains 26 references.) (LMI)

ED 359 669

EA 025 120

Midgley, Carol; Maehr, Martin L.

A Theory-Based Approach to Restructuring Middle Level Schools.

SPONS. AGENCY- Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Change; \*Educational Environment; Junior High Schools; Junior High School Students; \*Middle Schools; Organizational Development; \*Participative Decision Making; \*School Restructuring; \*Theory Practice Relationship

IDENTIFIERS- Middle School Students

This paper describes the implementation of a reform program in a middle school located in a relatively large school district in southeastern Michigan. First, an integrative theory is presented as a promising framework for reforming middle-grade schools. The theory was developed within a social-cognitive framework that emphasizes the importance of students' interpretation of the goals that are dominant in an achievement setting. School policies and practices influence whether task-focused and/or ability-focused goals are perceived by students. A task focus is associated with optimal motivation and use of effective learning strategies. Unfortunately, a task focus becomes less common, and a focus on relative ability becomes more common when students move to middle-grade schools. To illustrate how this theory can be used in restructuring efforts, experiences of working with a team of leaders in a

**IDENTIFIERS- Individuals with Disabilities Education Act**

This monograph attempts to provide an overview of current educational issues that affect brain-injured students with special emphasis on the assessment process. An introduction notes recognition of traumatic brain injury (TBI) and its definition under the Individuals with Disabilities Education Act of 1990 as well as the increasing numbers of such students in the schools (as their survival rate increases). Typical causes and consequences of TBI at different age levels as well as categories of severity are considered in the next section. A typical recovery sequence following TBI is then discussed as are differences between TBI students and other students with disabilities. The following section stresses the importance of the school's role and educational interventions in helping such children gain reassurance that achievement is again possible. The major section on assessment addresses the following aspects: early intervention/coordination, nature of the assessment, the neuropsychological evaluation, neuropsychological assessment instruments, test observations, informal assessments/observations, assessment timing, other factors relating to assessment, and financial responsibilities. The final two sections look at implications for the recovering student and implications for school responses to recovering students. (Contains 23 references.) (DB)

ED 359 688

EC 302 248

Barringer, Donald; Johnson, Dorothy  
Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report.  
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 30 Mar 93

NOTE- 136p.; For a related document, see EC 302 249.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- \*Delivery Systems; \*Early Intervention; Hearing Aids; \*Hearing Impairments; \*Home Programs; Infants; Language Acquisition; \*Parent Education; Preschool Children; Preschool Education; Program Effectiveness; Toddlers

IDENTIFIERS- \*SKI HI Program

This monograph reports achievements of the SKI\*HI project, a 3-year outreach project to improve access and development of services to presently unserved or underserved infants and young children with hearing impairments as well as to provide leadership and technical assistance to agencies implementing the SKI\*HI model. The project provided direct training in 15 locations to 297 new parent advisors (resulting in services to approximately 717 families) as well as training of 24 SKI\*HI trainers and dissemination activities with 13 states. Key tenets of the SKI\*HI model include: (1) early identification and intervention; (2) the home as an early intervention setting; (3) assistance to family members who are facilitators of language development; (4) early fitting of amplification; and (5) psycho-emotional support for families. The model consists of three major components: administrative, supportive services, and direct services to families. The key professional, the parent advisor, makes weekly home visits. Results of two studies on program effectiveness demonstrated that SKI\*HI children made significant gains in language and

DESCRIPTORS- Accountability; \*Delivery Systems; \*Disabilities; \*Educational Change; Elementary School Students; Elementary Secondary Education; Eligibility; Government Role; \*Mainstreaming; \*Regular and Special Education Relationship; Secondary School Students; \*Special Needs Students; Student Evaluation

This chapter considers the situation of special needs children who are seen as wrongly segregated due to federal, state, and local regulations, and identifies needed reforms and changes to remedy the problem. Presented from a social work perspective, the paper notes the trend toward mainstreaming of children with disabilities, children in Chapter 1 programs (low-achieving children in poor areas), and children performing at a marginal level. School social workers are urged to help parents and educators coordinate their efforts. Especially criticized are "disjointed incrementalism" (when a series of narrowly framed programs is independently developed and implemented) and "proceduralism" (when excessive resources go into determination of eligibility). Other problems documented include the lack of consistency in defining categories of children and special services needed for students with learning disabilities or emotional disturbances. Integration of this "second system" into regular education is urged, with four steps: (1) summarization of the available literature to create a standard of accountability; (2) leadership by federal and state authorities in encouraging coordinated programs at all levels; (3) revisions in policies, legislation, and funding based on data from experimental programs; and (4) linking of second system programs to school reform and local school control. (Contains 22 references.) (DB)

ED 359 707

EC 302 269

Moeller, Babette; And Others

Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Communication Skills; Computer Uses in Education; \*Deafness; \*Electronic Mail; Instructional Effectiveness; Interpersonal Communication; Journal Writing; Junior High Schools; Junior High School Students; \*Local Area Networks; \*Science Instruction; Special Schools; Writing (Composition); Writing Improvement; \*Writing Instruction

This paper describes the application of local area network (LAN) technology, especially electronic mail (E-mail), to develop the written communication skills of 10 deaf students in two pre-high school science classes at a school for the deaf. Students used E-mail for such activities as answering questions, keeping a log, communicating with an adult via a dialogue journal, and writing reports. Writing samples were collected at the beginning and end of the school year. In one classroom the network was used consistently throughout the school year in all areas of the curriculum, and students produced a great deal of writing on the network. In the second classroom, network activities remained separate from the curriculum and were only used during two intervals, one in the fall and one in the spring. Students in the high-use classroom demonstrated

(055)

DESCRIPTORS- Accessibility (for Disabled); \*Design Preferences; Design Requirements; \*Disabilities; \*Equipment; Guidelines; Park Design; \*Physical Disabilities; Physical Mobility; Planning; \*Playgrounds; Specifications; \*Structural Elements (Construction)

IDENTIFIERS- \*Universal Playgrounds

This publication presents principles of universal playgrounds, designed to maximize accessibility for all children, with and without disabilities. First, the rationale for the universal playground is given including the importance of play and the value of integration. Next current guidelines for playground design are discussed including safety, accessibility, developmental issues, social/emotional development, intellectual development, sensory development, perceptual-motor development, physical development, and age factors. Playground adaptations to improve accessibility are considered for site development, parking and curbs, walkways, and surface treatments. Playground layout is then considered in some detail including standards for equipment clearance, traffic patterns, practical aesthetics, maintenance, and possible equipment. A table lists 36 equipment items, their goals and benefits, description, and possible modifications. Source information (addresses and telephone numbers) for 56 manufacturers and distributors of playground equipment are provided, as are 16 sources of playground surface materials. Sample layouts, a planning survey form, a universal playground action plan checklist, and a list of 10 additional resources complete the publication. (DB)

ED 359 728

EC 302 295

Bostelman, Victoria L.

Special Education Students in the Regular Education Classroom:

One Rural School District's Attitudes.

PUB DATE- 93

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Delivery Systems; \*Disabilities; Elementary School Teachers; Elementary Secondary Education; Inservice Teacher Education; Models; Needs Assessment; Parent Attitudes; \*Regular and Special Education Relationship; Resource Room Programs; \*Rural Education; School Districts; Secondary School Teachers; Special Classes; Special Education Teachers; \*Teacher Attitudes; Tutoring

IDENTIFIERS- \*Northeastern Local School District OH

This study surveyed 7 special education teachers, 30 regular education teachers (a 46% response), and 32 parents of special education students (also a 46% response) in a rural Ohio school district about their attitudes towards experimental models for special education service delivery. The school district serves 1,232 students, with approximately 9% in special programs for students with developmental or learning disabilities.

Introductory material defines the various models. Results of each of the seven survey questions are then individually analyzed for each of the three groups, with graphs supplementing the text. Two of the three groups preferred a flexible model in which special educators serve students where needed. Greatest needs were seen for service delivery through modified self-contained classrooms, resource rooms, and tutoring. Regular educators identified training needs in the areas of developing interventions, curriculum-based

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Communication Skills; Cultural Context; \*Discourse Analysis; Foreign Countries; Grammar; \*Grammatical Acceptability; \*Language Skills; \*Language Usage; Oral Language; \*Speech Acts

Concepts that deal with various aspects of communicative success, or "success concepts," include grammaticality, acceptability, appropriateness, and interpretability. Because different grammarians espouse different ideas of correctness, grammaticality, defined as the relation between an utterance and a grammatical description of its language, must be supplemented with "real life" concepts. Acceptability is the relation between an expression and a set of judgments produced by a group of informants. The question is posed whether acceptability can be measured without attention to the type of person who makes the judgments or the situation in which judgments are made. Appropriateness is situational or contextualized acceptability and is a matter of style. A piece of discourse is interpretable to those who can, under the circumstances, build around that discourse a world in which the discourse make sense. Applied linguists are urged to encourage interpretability as the most basic of the success concepts. (JP)

ED 359 748

FL 020 813

Garrod, Simon

Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.

PUB DATE- Apr 92

NOTE- 18p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; \*Cognitive Processes; \*Discourse Analysis; Eye Movements; Foreign Countries; Linguistic Theory; \*Psycholinguistics; \*Reading Comprehension; Syntax

IDENTIFIERS- \*Parsing

This paper explores the problem of reconciling general psychological processing constraints with linguistic constraints on discourse structure. Two types of psychological constraints, the 'immediacy constraint' and the 'limited focusing constraint' are shown to combine with linguistic constraints to determine the pattern of eye movements during reading in two case studies. Data suggest that (1) there is a role for both immediacy and limited focusing in parsing, and (2) lexical priming was evident, but could not account for subtler effects of contextual restriction that only appear when processing definite noun-phrases. Psychological and linguistic determinates of processing may interact in much more complicated ways than has been assumed. (Author/JP)

ED 359 749

FL 020 814

Fernandez-Vest, M. M. Jocelyne

Particles as Fundaments of Discourse Structuring.

PUB DATE- Apr 92

NOTE- 16p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Iino, Masakazu

The Trap of Generalization: A Case of Encountering a New Culture.

PUB DATE- 93

NOTE- 27p.; For the complete journal, see FL 021 224.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- \*Cultural Awareness; Cultural Differences; \*Cultural Traits; \*Culture Conflict; \*Generalization; \*Intercultural Communication; Interviews; Sociolinguistics; \*Stereotypes; Videotape Recordings

IDENTIFIERS- \*Japanese People

This study investigated how the relationship between "individual" and "institution" is constructed in people's perceptions about other cultures, and manifested in conversation. The potential for inappropriate generalization and misunderstanding of situations and cultures was examined. A videotape recording of a Japanese family and two guests, one American and one Japanese, was analyzed, focusing on one awkward conversational exchange involving racially discriminatory remarks. Analysis included review of the videotape with the American guest, mother, daughter, four Japanese graduate students, and four American graduate students. Subsequently, interviews were conducted with the American guest and an American college student with experience in Japanese culture. Interview emphasis was on how experiences in Japan affected perceptions of Japan, with particular attention paid during analysis to use of personal pronouns as a measure of the speaker's identification with the world. Analysis identified some cultural differences in behavior that could lead to misunderstanding and some commonalities (e.g., in gestures) that led to common interpretation. Dynamics of co-membership or identification with the culture during the conversation were also examined. It is concluded that generalizations in speech can create misunderstanding, and that "hedges" such as "I think," "it seems," "it might," etc., although considered sociolinguistically powerless in the United States, may help prevent conflict. (MSE)

ED 359 774

FL 021 227

King, Kendall A.; Silver, Rita Elaine

"Sticking Points": Effects of Instruction on NNS Refusal Strategies.

PUB DATE- 93

NOTE- 37p.; For the complete journal, see FL 021 224.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- College Students; Communication Problems; Conversational Language Courses; \*English (Second Language); Higher Education; Instructional Effectiveness; \*Interpersonal Communication; \*Interpersonal Competence; \*Language Patterns; North American English; Questionnaires; Second Language Instruction; Second Language Learning; \*Second Languages; \*Social Behavior

IDENTIFIERS- \*Refusals

The study described here investigated the refusal strategies of intermediate-level second language learners and the potential

sections contain strategies and classroom techniques for teaching written language skills (reading, writing, grammatical and dictionary orthography). Another section proposes a procedure for designing a curriculum that integrates development of linguistic competence with communicative activities. The guide concludes with a series of sample lessons. (MSE)

ED 359 792

FL 021 336

Fallon, Gerald; Morse, Marie

Le Francais a l'elementaire: Guide pedagogique, deuxieme cycle.

Francais - langue maternelle (Elementary School French:

Teaching Guide, Second Cycle. French - Native Language).

PUB DATE- 88

NOTE- 277p.; For the first cycle (Grades 1-3), see FL 021 335.

LANGUAGE- French

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; \*Communicative Competence

(Languages); Course Content; Curriculum Development; Foreign

Countries; \*French; French Canadians; Grade 4; Grade 5; Grade

6; Intermediate Grades; \*Native Language Instruction; \*Notional

Functional Syllabi

IDENTIFIERS- \*Alberta; Francophone Education (Canada)

The Alberta (Canada) teaching guide for French native language

instruction in the later elementary school years (grades 4-6)

is intended as a resource for classroom teachers. Its objective

is to help teachers integrate notional content and meaningful

communicative activities, both oral and written. Introductory

sections discuss the guiding principles behind the approach,

including the nature of communicative activities, the teacher's

role, and the student's role, and the notion of linguistic

competence. The next section examines in some detail the

cognitive aspects of the development of specific communicative

language skills in elementary school children. Three subsequent

sections contain strategies and classroom techniques for

teaching written language skills (reading, writing, grammatical

and dictionary orthography). Another section proposes a

procedure for designing a curriculum that integrates

development of linguistic competence with communicative

activities. The guide concludes with a series of sample

lessons. (MSE)

ED 359 793

FL 021 337

Shoho, Alan R.

Japanese Language School: Aid or Hindrance to the Americanization

of Japanese Americans in Hawaii?

PUB DATE- 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American

Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- \*Acculturation; \*Asian Americans; Case Studies;

Educational Attitudes; Educational History; Elementary

Secondary Education; Ethnicity; \*Immigrants; \*Japanese;

\*Language of Instruction; Native Language Instruction; Oral

History; Personal Narratives; \*School Role; Self Esteem; United

Instruction; Resources; Skill Development; \*Small Businesses;  
Writing Instruction  
IDENTIFIERS- \*Workplace Literacy

This report contains a list of 24 contacts and 15 references concerned with workplace literacy programs in small businesses. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed are mostly reports of workplace literacy projects in small businesses and training manuals for conducting such programs. The report also contains a summary of the state of basic skills instruction in small businesses today. Copies of articles: "The Large Matter of Small Business" (BCEL Newsletter, July 1990) and "The Missing Link: Workplace Education in Small Business (BCEL Newsletter, July 1992) are attached. (KC)



DESCRIPTORS- \*Adult Basic Education; \*Adult Learning; Adult Literacy; Classroom Techniques; Evaluation Methods; Informal Assessment; \*Literacy Education; Portfolios (Background Materials); Program Development; Program Evaluation; Program Implementation; \*Student Evaluation; Student Records; Teaching Methods

IDENTIFIERS- \*Portfolio Approach

This guide is designed to introduce adult literacy educators to the concept of portfolio assessment and to provide some guidance about how to incorporate portfolio assessment into adult literacy education work. An introduction describes what a portfolio is and provides an overview of the four major areas of reflection and decision making that make up the portfolio assessment process. The teacher must: (1) decide whether portfolio assessment is consistent with his or her own individual approach to instruction and assessment; (2) plan portfolio assessment; (3) implement portfolio assessment; and (4) evaluate the process and revise it for future use. The next section focuses on the process of clarifying the philosophy and approach to instruction and deciding if portfolio assessment is consistent with the instructional program. The next two sections look at the processes of planning and implementing portfolio assessment, highlighting adult literacy educators' and students' experience. This is followed by a discussion of impacts, administrative issues, and recommendations for the field, including national and local support mechanisms, training for trainers in portfolio assessment, incorporation of portfolio assessment into the indicators of program quality, and improved professional support and working conditions. Appendixes include sample forms and tools that programs and educators have created for portfolio assessment, and a 22-item selected annotated bibliography. Contains 46 references. (YLB)

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Adult Literacy; \*Communication Problems; Foreign  
Countries; Opinion Papers; \*Readability; \*Reader Text  
Relationship; \*Reading Writing Relationship; \*Teacher Role  
IDENTIFIERS- Australia; \*Plain English Movement

It is productive to think about literacy in ecological terms inasmuch as the literacy problem is a system of interdependent components. Illiteracy must be a concern of writers of the myriad of forms on which both the private and public sectors rely to function in this information-intensive society. In addition to helping readers, adult literacy practitioners must also work to help business and government organizations write and design documents that are potentially readable. Writers must try to put themselves in the position of their intended audiences to ensure that their writing is comprehensible. A few simple tests, such as the "museum" test, the post factum test, and the complexity test, can ensure this. Writers must consider two units of analysis: the author-text relationship and the reader-text relationship. The failures of the Plain English Movement are evidence of the consequences of concentrating solely on the message or text and completely ignoring the reader. Individuals interested in improving literacy must also fight to improve the communicative environment and must pressure business and government to improve the texts they generate. (MN)

Study; Higher Education; Postsecondary Education; Program Administration; \*Program Development; Program Evaluation; Program Implementation; Secondary Education; Standards; \*Teacher Education

The standards described in this document cover the critical aspects of business teacher education at the collegiate level. The standards are organized into two parts. Part 1, which deals with basic programs ordinarily leading to initial teacher preparation and a baccalaureate degree, outlines standards pertaining to the following aspects of business teacher education: governance, purpose, general studies, foundational and specialized business studies, professional studies, administrative policies and practices, research, faculty, admission to business teacher education, retention of students, counseling and advising, library, institutional facilities, community resources and facilities, cooperation with local school districts, evaluation and program development, and long-range planning. Part 2 outlines standards for advanced degree programs beyond the baccalaureate level. The following areas are addressed: governance, purpose, content, student participation in evaluation and development, individualization of programs of study, quality control, residence requirements, graduate assistantships and fellowships, composition of faculty, faculty load and responsibility, faculty development, long-range planning, admission and retention, supervision of student programs, library, institutional facilities, research and development, and evaluation. A lead-in statement or rationale is provided for each standard, and questions designed to obtain evidence in support of the standard are provided. (MN)

primary components of the adult education instructional programs were adult high school, General Educational Development (GED) preparation and testing, and adult basic education. Ten classes in GED preparation or from the adult high school program were offered within the Adult Correctional Facility. Survival skills and basic literacy formed the core of services provided for the Mental Health Facility and Goodwill Industries. A Work Place Literacy Program at a hotel concluded. The Job Opportunities and Basic Skills Program provided child care assistance and tuition for welfare recipients. The needs of adult immigrants centered on English as a Second Language (ESL). A third-party evaluation of the entire adult education program was completed; the final report commended the reliable self-evaluations. Cooperative agreements with government agencies and community-based organizations provided adult basic, literacy, ESL, GED, and adult high school opportunities for their clients. (Eight statistical tables illustrate enrollment profiles, functioning levels, reasons for separation, status upon entry, participant achievement, time and locations of classes, and personnel. Two financial reports are provided.) (YLB)

ED 359 408

CE 064 070

Guam Adult Education Quality Performance Indicators.

PUB DATE- 21 Apr 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Academic Persistence; \*Adult Education; Adult Literacy; Adult Programs; Curriculum Development; Curriculum Evaluation; Educationally Disadvantaged; English (Second Language); \*Evaluation Criteria; Literacy Education; \*Performance; Program Evaluation; \*Program Improvement; School Holding Power; Standards; \*Student Recruitment

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; \*Guam

This document presents the Guam Adult Education Quality Performance Indicators to enable Guam Community College to promote program improvements in the adult education programs it offers to Guam's educationally disadvantaged adult learners. Definitions are provided of these terms: quality performance indicator, performance measure, and performance standard. Four major components make up the quality performance indicators: educational gains, curriculum review, student recruitment, and student retention. Each component consists of an indicator, discussion, performance measures, performance standards, and reporting process. A glossary and a chart illustrating performance levels for English as a second language are appended. (YLE)

\*Coordination; \*Employment Programs; \*Federal Programs; Futures (of Society); Job Placement; \*Job Training; Postsecondary Education; \*Program Improvement; State Programs

There are currently more than 150 different federal programs providing some form of employment training assistance. The fragmented system of federal programs creates a variety of problems that hamper attempts to help workers obtain training and find jobs: duplication of services, lack of information on access, multiple administrative entities, and lack of an integrated client tracking system. To address the problems, some states have made efforts to reorganize their service delivery systems to better coordinate services at the local level. Their efforts are hampered, however, by differences in program requirements and reluctance of competing program staffs to share information with competing program staffs. In order to ameliorate the situation, local, state, and federal leaders need to work together to establish common goals for employment training programs and yet allow communities the flexibility to develop service delivery systems tailored to local needs. The proposed fiscal year 1994 appropriations include \$150 million for "one-stop career centers"; such centers could be an important step toward a rational employment training strategy. It is critical that these centers work through existing programs rather than establish another program that competes with those that already exist. (KC)

ED 359 428

CE 064 137

Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education.

PUB DATE- 93

NOTE- 1,603p.

LANGUAGE- English

EDRS Price- MF13/PC65 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; \*Career Development; \*Career Exploration; Classroom Techniques; Competence; \*Competency Based Education; Educational Resources; Equipment; Junior High Schools; \*Learning Activities; Middle Schools; \*Teaching Methods; Test Items; Units of Study

This curriculum guide helps teachers to lead students in grades 6-8 to investigate themselves and the world of work as a basis for career planning. It is planned for a semester course, but may be modified by local planners utilizing any or a combination of complete course units. Each of the four units of instruction contains the following: a competency and competency number, objectives and objective numbers, time needed, strategies, learning activities, handouts, suggestions for instruction, and tests with answer keys. The units cover the following topics: self-awareness, workplace awareness, career exploration, and educational planning. A list of 8 textbooks, 41 other print resources, 7 videotapes, 7 computer programs, 10 software packages, 6 suppliers, and an equipment maker, and a list of equipment needed are included in the guide. (KC)

support (career or psychosocial) provided to mentees. Data were collected from 140 university faculty members through the use of a questionnaire. The results of the analyses revealed a significant difference in mentoring by career stage: only 24% of respondents in the early career stage were mentors, whereas 68% of those in the mid-career stage and 52% of those in the late career stage were mentors. It was found that mentors in the early career stage provided more psychosocial support than career support, whereas mentors in the mid-career stage provided both career and psychosocial mentoring. The difference between mentoring activities by high job involved individuals and low job involved individuals was not significant. It appeared that the type of support (career or psychosocial) mentors would offer to their mentees was related to the type of support they received from their own mentors. There was no significant difference in frequency of becoming mentors by gender. These findings suggest that mentoring activities of faculty members vary by career stage but not by gender, level of job involvement, or by the presence or absence of a past mentor. Results also showed that more psychosocial support is provided to mentees than career support. (NB)

ED 359 449

CG 024 912

Pilat, Mary

4-H Youth Programs - Enhancing the Quality of Life.

PUB DATE- Mar 92

NOTE- 13p.; Paper presented at the Annual Meeting of "The Troubled Adolescent: The Nation's Concern and its Response" Conference (2nd, San Antonio, TX, March 17-20, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Client Characteristics (Human Services); \*Economically Disadvantaged; \*Group Homes; \*Migrant Youth; \*Quality of Life; \*Urban Youth; Youth Clubs; \*Youth Programs

IDENTIFIERS- \*4 H Programs; Indiana

Indiana 4-H Youth Programs are being used to enhance the quality of life for troubled adolescents in residential group homes and economically disadvantaged urban areas and to provide summer-school programs for children of migrant farm workers. Four basic types of program delivery modes exist in Indiana: clubs, junior leader program activities, educational trips and summer programs, and school enrichment educational units. All of these program modes work because they correspond to the developmental needs of the youth participants. However, this program has been perceived as strictly rural and related to agriculture. Even for troubled rural youth dealing with abuse, domestic violence, etc., 4-H offers a safety net for caring adults to interact with youth. (NB)

parental conflict (legal conflict, interpersonal conflict, and specific conflict tactics) and children's divorce adjustment. Subjects were members of 120 mother-custody families, recruited through a search of public divorce dockets, with at least one child between the ages of 6 and 12 and in which parental separation had occurred within the past 6 months. Subjects were seen once between 6 and 8 months after the separation and again one year later. Conflict variables from multiple sources, including interviews, questionnaires, and court records, were correlated with children's adjustment variables, which also were assessed using multiple sources (self-report, mother report, and teacher report). Relationships between the different types of parental conflict and children's adjustment were examined within each time period and over time. Results suggest that different types of conflict are related to children's adjustment early and later in the divorce adjustment process. Age, sex, and legal status of the parents' divorce moderated relationships between parental conflict and children's adjustment. The divorce settlement may mark a transition for children, lessening the impact of parental conflict. (NB)

LSAT. Parents completed a parent involvement questionnaire, and two key informants were interviewed. The study, conducted with 22 second-grade students and their parents in rural southeastern Ohio, concluded that no positive significant correlation exists between parents' involvement and students' reading achievement nor do students with higher IQ scores necessarily have parents who are more involved in their education. The study further concluded that students with higher IQ scores tend to score higher on reading achievement. (Six tables of data are included. A questionnaire and interview questions, as well as an 11-item bibliography are attached.) (SAM)



# Students as Learners.

PUB DATE- Aug 93

NOTE- 6p.; Revised version of a paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Change Strategies; Curriculum Development; Elementary School Students; Instructional Innovation; Integrated Activities; Intermediate Grades; \*Language Arts; Portfolios (Background Materials); \*Reading Instruction; \*Student Evaluation; Teacher Behavior; \*Writing Instruction

IDENTIFIERS- Alternative Assessment; Portfolio Approach

A fifth-grade teacher researched the experts, observed master teachers, and experimented to find out what worked best for her and her students as she made the transition from the basal to the process approach to teaching the language arts. Taking courses and meeting with others helped support her decision to change. During the process of change, the teacher realized that the basal can be utilized in a whole language way, heavily supplemented with real books, self-selected reading of all types, and oral and written responses. Using the reading/writing process, the teacher tried to incorporate the literary genres her students were studying by integrating all the areas of the language arts. Portfolios were kept as students finished each genre. Developing the skills of cooperative learning enabled students to become listeners, supporters, and active learners. The teacher selected books based on the students' varied interests and abilities. When students chose the books they were about to read, they followed guidelines from the reading consultant. The teacher readily shared classroom experiences with parents, teachers, principals, board members, and others through frequent communication in newspaper form or invitations to visit the classroom. Performance assessments in language arts included: writing, oral discussions, exhibitions, and portfolios. The teacher constantly observed and evaluated herself and her students. The teacher observed the emergence of active readers, writers, listeners, and speakers--active involvement, active learners, and teacher and students as learners. (RS)

#### IDENTIFIERS- Computer Mediated Communication

The electronic classroom proved particularly effective in dealing with racism, sexism, and homophobia in an honors English class, in part because it facilitates teaching by modeling rather than by dominating. Synchronous software facilitates diversity better than the usual collaborative learning group whose goal of tailoring discussions to reach a consensus has been criticized as suppressing difference and enforcing conformity. Locating authority in individual readers enables self-disclosure that emphasizes differences. Focusing on emotional literacy, especially anger, reveals conflicts rather than agreement. As individuals generate their dissensus and focus on their emotions, they discover powerful emotional bonds which emphasize both their differences and their similarity. (Sample questions from and responses to an electronically administered course evaluation are included.) (SAM)

related language areas that help educators to understand how writing is socially based. The purpose of the paper is to cast classroom practice in the variously dim and gleaming lights of research and theory, linking practice, research, and theory by looking with a close-up lens at the ways in which writing and other language experiences inside and outside of school have been studied and explained. Using this lens, the paper first presents some theoretical perspectives on written language acquisition and development. Next, the paper reviews studies that investigate social contexts for writing development both in school and out. The paper then looks at studies of instructional practices in writing that are, from lesser to greater degrees, socially based. The paper concludes with a presentation of some "core concepts" which capture the ways in which some of the most promising instructional practices in writing are linked to social theories. Ten notes are included; 213 references are attached. (Author/RS)

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Business Administration Education; Higher Education; \*Management Systems; \*Organizational Communication; Problem Solving; Skill Development; \*Teamwork; Work Environment  
IDENTIFIERS- Communication Behavior; \*Communication Strategies; \*Total Quality Management

Many of the theories about communicating effectively in corporate structures as well as the accompanying pedagogy do not pertain to changes in corporate structure and communication brought about by Total Quality Management (TQM). TQM creates a work environment in which employees need problem-solving skills and interpersonal skills that allow them to work well as part of a team. Team building enables employees to communicate, and "cross training" is a means of educating employees to provide varying levels of flexibility in the work environment. One way for students to understand teams is to consider the team processes of team charter, team functions, and team improvement. Students working together on classroom projects should use a charter to express in writing their core purpose and secondary purposes. Students need to discuss behavior standards that facilitate effective team functioning. Team improvement is a result of training, education, and development. Including "individual development plans" (a set of goals derived from job task requirements) as part of collaborative projects is a way to make sure that students participate in cross training and thus improve themselves and the functioning of the team. Learning about team building and cross training prepares students for the corporate environments they will encounter upon graduation. (Fifteen references, a list of the criteria for the Malcolm Baldrige National Quality award, a team master profile spider diagram, and a figure illustrating team processes are attached. (Contains 15 references.)) (RS)

Humor as an Instructional Practice: A Longitudinal Content  
Analysis of Humor Use in the Classroom.

PUB DATE- Apr 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern  
Communication Association (New Haven, CT, April 28-May 2, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Audience Awareness; \*Classroom Environment;  
Classroom Research; Communication Research; Content Analysis;  
Elementary Secondary Education; Higher Education; \*Humor;  
Instructional Effectiveness; Longitudinal Studies; \*Teacher  
Behavior; Teacher Improvement; Teacher Student Relationship

IDENTIFIERS- \*Communication Strategies

A study analyzed the strengths and weaknesses of the use of humor  
in the classroom. A longitudinal content analysis of  
presentational and classroom studies from 1941 to 1991 was  
conducted. Earlier studies were included if they had been cited  
five or more times within articles on humor in the classroom.  
Scholars have argued that humor is a powerful tool in the  
creation of a classroom communication climate; reduces  
fears/anxieties of students; increases student interaction and  
participation; and makes the learning environment more  
enjoyable. Misuses of humor in the classroom may be more  
devastating than the advantages gained by creating an open  
environment. Damaging humor can occur even after an open  
climate has been created through the use of humor. Guidelines  
for the use of humor in the classroom include: (1) consider the  
teacher's presentational skills when planning the use of humor;  
(2) consider the audience; (3) consider the course material  
when planning to use humor; and (4) practice the humor on  
colleagues or family members. These are the primary concerns  
that the ethical teacher should consider when using humor in  
the classroom. (Contains 38 references.) (RS)

1991-92 education goals, reports on standardized test results, and summarizes comments on schools' performance, parent involvement, and other indicators of school performance. It also reports each of the 54 districts' annual change in enrollment, transiency rate, attendance rate, and percent of students promoted to the next grade from first through eighth grade. A statewide summary of the districts' education plans for 1992-93 is provided, including district goals for improving education, plans for achieving goals, and the means by which educational stakeholders participate. Appendices contain a description of the statewide testing program, a list of district test coordinators, and a list of public district superintendents. (LMI)

likely effects of the decentralization of school governance on educational practice. Two major themes emerge in the book. The first (chapters 1 through 4) is that governance reforms in education may have little to do with what actually happens in schools, but have much to do with external policy conditions. The second theme (chapters 5 through 8) is that decentralized decision making may indeed have important effects on schools, as its defenders have argued, but that standard theoretical arguments are not very helpful in explaining why. The chapters include the following: (1) "School Governance in the United States: Historical Puzzles and Anomalies" (David Tyack); (2) "School Decentralization: Who Gains? Who Loses?" (Richard F. Elmore); (3) "Control Versus Legitimation: The Politics of Ambivalence" (Hans N. Weiler); (4) "Deinstitutionalization and School Decentralization: Making the Same Mistake Twice" (Dan A. Lewis); (5) "Fiscal Decentralization and Accountability in Education: Experiences in Four Countries" (Donald R. Winkler); (6) "Decentralization in Two School Districts: Challenging the Standard Paradigm" (Jane Hannaway); (7) "School Improvement: Is Privatization the Answer?" (Martin Carnoy); (8) "Employee Involvement in Industrial Decision Making: Lessons for Public Schools" (Clair Brown); and (9) "Epilogue: Reframing the Debate" (Jane Hannaway and Martin Carnoy). A conclusion is that decentralization reforms cannot be understood in isolation; they must be seen within the context of society's educational standards. Seven tables and eight figures are included. References accompany each chapter. (LMI)

Lessons on Corporate Intervention into School-Based Management.

PUB DATE- Apr 93

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Cooperative Programs; \*Corporate Support; Elementary Secondary Education; Group Dynamics; Organizational Theories; \*Participative Decision Making; Politics of Education; \*School Based Management; School Business Relationship; \*Urban Education

IDENTIFIERS- \*New York City Board of Education

This paper documents the study of three schools participating in a school-improvement initiative carried out by the Board of Education of the City of New York, the Fund for New York City Public Education (the Fund), and the International Business Machines Corporation (IBM) during the 1990-91 school year. The project, the IBM/Fund Project for School Improvement, involved 25 New York City public schools that accepted the assistance of IBM manager trainers in the supervision of their School-Based Management/Shared Decision Making (SBM/SDM) teams. Methodology involved observation, document analysis, and interviews with key participants--IBM managers, school administrators, and team members. Follow-up interviews and observations were conducted one year later in the spring of 1992. Using Bolman and Deal's framework for structural and political approaches to decision making, the findings suggest that controversy and factionalism among team members, who viewed their concerns from the political perspective, was the greatest barrier to the implementation of IBM's structural methods. None of the three schools attempted to retain IBM facilitation in the following year. An implication is that the structural approach of the business community must be merged with the more political process of the school community. Recommendations are made for SBM/SDM teams and business-education cooperation. True bottom-up reform requires strategies developed within the context of school life. One table is included. (LMI)



middle school are described. The school leadership team examined and changed school policies and practices, which promoted a school focus on learning and task mastery, rather than on performance and relative ability. Three tables are included. (Contains 83 references.) (LMI)

ED 359 670

EA 025 121

Harvey, Michael J.

Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.

SPONS. AGENCY- Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 91

NOTE- 38p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Gold Coast, Queensland, Australia, September 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Administrator Effectiveness; Administrator Responsibility; \*Administrator Role; Cultural Context; Culture; \*Educational Environment; Elementary Secondary Education; Interaction; \*Organizational Climate; Organizational Communication; \*Principals; \*School Orientation

IDENTIFIERS- \*New Principals

Recognition of the school as a cultural phenomenon has implications for the way in which the new principal enters a fully operational school, defines a role, and attempts to exercise influence. This paper outlines a three-part general strategy whereby the new principal can become a participant in the ongoing negotiation of the school culture. First, the new principal must discover the culture of the school by learning how to read the competing sets of cognitions held by school participants. Second, through communication with school participants, the principal helps to shape the context and meanings that influence behavior. Third, the principal legitimizes meanings and reaffirms key values of the school culture. In the micropolitics of the school, the credibility of the new principal depends upon his or her capacity to manage the culture of the school. (Contains 45 references.) (LMI)

auditory development. The project is continuing in several states and new training and parent materials are being developed. Extensive appendices include a sample newsletter, title pages of products developed, adoption process materials, data collection material, conference programs, and a brochure. (Contains 39 references.) (DB)

ED 359 689

EC 302 249

Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report.

SIPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 30 Mar 93

NOTE- 112p.; For a related document, see EC 302 248.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- Deaf Blind; \*Delivery Systems; \*Early Intervention; Hearing Aids; \*Hearing Impairments; \*Home Programs; Infants; Language Acquisition; \*Parent Education; Preschool Children; Preschool Education; Program Effectiveness; Toddlers

IDENTIFIERS- Project INSITE (Deaf Blind)

This final report describes activities of Project INSITE, a 3-year home intervention program delivering services to infants, toddlers, and preschoolers with deaf blindness or other multidisability sensory impairments. The family centered model features the use of early intervention professionals known as parent advisors who visit homes weekly to work with families and function as team members in preparing for transition to school programs and the development of Individualized Family Service Plans and Individualized Education Programs. Additional program features include material development, provision of follow-up and technical assistance, training of trainers, and systematic evaluation. The Project has adapted to changing trends by providing statewide coordinators of implementation plans for low incidence handicapping conditions with capacity building technical assistance. Project INSITE has provided direct services to 880 families, training to 440 professionals in 12 states, and technical assistance to more than 180 agencies. The Project has also developed several resource manuals for families as well as training materials and videotapes. Appendices include evaluation summaries, INSITE national data report for 1991-92, title pages of products, the training format, and a list of 19 references. (DB)

significant improvements in both the communicative effectiveness and connectedness of their writing. No improvement in writing performance was discerned for students in the second classroom. (DB)

ED 359 708

EC 302 270

Reiss, Patricia L.; Follo, Eric J.  
Accelerated Education Methods for Intellectually Gifted Secondary Students.

PUB DATE- Mar 93

NOTE- 67p.; Paper presented at the Annual Midwest Educational Research Association Conference (11th, Kansas City, MO, March 4-6, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academically Gifted; \*Acceleration (Education); College Admission; College School Cooperation; Curriculum Development; \*Early Admission; \*Educational Methods; Higher Education; High Schools; High School Students; Individualized Programs; \*Mentors; Student Needs

IDENTIFIERS- \*Curriculum Compacting

This literature review describes and evaluates five accelerative methods for teaching intellectually gifted students at the secondary level. The review stresses the importance of matching student characteristics and instructional type, citing research demonstrating that intellectually gifted students achieve at higher levels when their educational needs are assessed on an individual basis. The five programming options include: (1) curriculum compacting, (2) subject acceleration, (3) mentorships, (4) dual enrollment (in both high school and college), and (5) early admission to college. Discussion of each option contains a description, lists of advantages and disadvantages, and conclusions. A final discussion offers guidelines for matching student characteristics with each of the programming options. Appendices provide materials from the mentoring program of one school district. (Contains 40 references.) (DB)

measurement, data collection, and collaboration. Special educators desired further training in collaboration and developing interventions. Most special educators and half the regular educators were willing to participate in an experimental model. Regular educators were most willing to collaborate with the special education teacher and utilize volunteers. They were least willing to modify course requirements, testing procedures, and daily work. Parents indicated that they desired teachers to make accommodations to meet individual needs, and 31 percent stated they were willing to volunteer. (DB)

ED 359 729

EC 302 296

Askew, Barbara L.  
Practices of Special Education Teachers for Dealing with Students  
with ADD/ADHD.

PUB DATE- Jan 93

NOTE- 98p.; Master's Thesis, Saint Xavier University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042); Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Attention Deficit Disorders; Classroom Techniques;  
Clinical Diagnosis; \*Educational Practices; Elementary  
Secondary Education; Etiology; \*Instructional Effectiveness;  
Intervention; Mainstreaming; \*Special Education Teachers;  
\*Teacher Attitudes; Teaching Methods

IDENTIFIERS- Illinois

This study surveyed 300 Illinois special education teachers concerning their views on effective practices for intervention with students having attention deficit disorder (ADD) and their suggestions for regular classroom teachers with such students. Introductory material defines the problem and terminology and identifies assumptions and limitations of the study. A review of the literature examines what ADD is, the causes of ADD, diagnosis of ADD, consequences of ADD behavior, and interventions with ADD children (medication, treatment alternatives, and classroom intervention). Among study findings based on a 61% response rate (N=183) were: 68 percent favored seating the ADD student near the teacher; 66 percent favored a special education setting for ADD students; over 70 percent recommended that a student's work be divided into small pieces; 90 percent preferred to provide nonverbal feedback; and 88 percent taught their students self-monitoring techniques. Tables detail the survey findings, and 10 appendices include letters, the questionnaire, teacher comments, general suggestions for regular education teachers, and general comments regarding ADD. (Contains 54 references.) (DB)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Contrastive Linguistics; \*Discourse Analysis; Finno  
Ugric Languages; Foreign Countries; Indo European Languages;  
\*Oral Language; \*Speech Communication; \*Structural Analysis  
(Linguistics); \*Written Language

IDENTIFIERS- Lappish; Textual Analysis

A serious study of discourse particles (DIPs) must be founded on the analysis of orality in its two main dimensions: oral communication in its ordinary functioning (i.e., discourse, conversation, enunciation), but also in expression ritualized by the oral tradition of cultures that do not have a writing system. The association of the two dimensions emphasizes the importance of a solid theory and methodology within discourse analysis. To assume as a prerequisite a distinction between morphosyntactic and enunciative levels makes it possible to observe the role played by DIPs in the process of discourse structuring. Examples from Finno-Ugric languages with an oral tradition (the Sami language) and Indo-European languages with a long standing written tradition are examined. A dichotomic classification between particles proper (DIPs "in their own right") and particles "by extension" proves to be operational for a comparison in external contrastivity as well as internal contrastivity. (Author/JP)

for developing sociolinguistic competence in nonnative speakers (NNS) through classroom instruction. Subjects were six college students of English as a Second Language, divided into treatment and control groups. The treatment group was provided instruction on sociolinguistic variables important in refusing in American English. The control group participated in a class on how to make small talk with Americans. Pre- and post-test questionnaires designed to elicit refusals in English were administered. In addition, 2 weeks after instruction, participants were telephoned by a researcher requesting that they perform a burdensome activity at a time known to conflict with their schedules. Questionnaire results indicate that the instruction in refusals had little effect. Data from the telephone interview reveal no effect. Patterns of response found in certain questionnaire situations, and the large disparity between written and spoken refusal strategies, were found to be of special interest and have implications for further research. The questionnaire and a participant profile are appended. (MSE)

States History  
IDENTIFIERS- \*Hawaii

A study examined the experiences of 60 Japanese immigrants to Hawaii (Niseis), aged 61-80, who attended Japanese-language schools as children. Using a case study oral history approach, the study gathered oral testimonies through semi-structured interviews. Historical documents were also used as primary sources of information about the schools. Based on analysis of the responses and related data, it is concluded that the Japanese-language schools aided rather than hindered Americanization of this group, by providing a safe haven for instruction in areas not provided by the public schools. In addition to language instruction, students were exposed to character education that stressed values consistent with American norms while positively influencing ethnic identity and self-esteem. The schools also helped Niseis act as translators and transmitters of American culture to their parents, alleviating parent-child and parent-public misunderstandings common in immigration situations. It was discovered that public school authorities did not share in the public distrust of Japanese-language schools, and that the public opinion of the schools was unwarranted. It is proposed that the educational utility of the participants' experiences is illustrated in the high performance of Japanese-American combat units in World War II. (MSE)

## DOCUMENT RESUME

ED 359 794

FL 021 339

Bloom, Lois

Language Development from Two to Three.

PUB DATE- 91

NOTE- 523p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- \*Child Language; Discourse Analysis; Imitation;  
\*Language Acquisition; Language Research; \*Language Role;  
Linguistic Theory; Negative Forms (Language); \*Sentence  
Structure; \*Syntax; \*Toddlers; Verbs

IDENTIFIERS- \*Wh Questions

A group of studies on child language development between ages 2 and 3 is presented. The studies, originally published between 1970 and 1989, are the result of a longitudinal research program. An introductory section describes the contents, offers background information on several different perspectives (developmental, learnability, cross-cultural) in language acquisition research, and outlines some conceptual themes (meaning in child language, context and child language, cognition and child language, individual differences, centrality of verbs) appearing in the studies. The first group of papers consists of studies of simple sentences and includes the acquisition of constituent structure and meaning relations and three kinds of complexity in simple sentences: negation, verb inflection, and wh- questions. The second section consists of the studies of complex sentences, including acquisition of syntactic connectives and clausal meaning relations, complementation, and complex sentences that express causality. The two papers in the third section pertain to process and interaction in language development. One is a study of role imitation in learning words and constituent structure; the other is a study of contingency in discourse. Four of the children studied appear in all the studies, and six others appear in one or two studies. (MSE)

ED 359 795

FL 021 340

Berube, Barney

Data Collection Report on Language Minority Children.

SPONS. AGENCY- Office of Bilingual Education and Minority  
Languages Affairs (ED), Washington, DC.

PUB DATE- Oct 92

NOTE- 115p.; Also sponsored by the Concerned Citizens about  
Minority Education in Maine. For an earlier report, see ED 324  
925.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; \*Bilingual Education;  
Children; Elementary School Students; Elementary Secondary  
Education; \*Enrollment; Federal Aid; Federal Programs;  
Identification; \*Limited English Speaking; \*Minority Groups;  
Private Schools; Public Schools; School Districts; Secondary  
School Students; State Surveys; \*Student Characteristics

IDENTIFIERS- \*Language Minorities

Data on language minority children and related services in Maine are presented in tables, charts, and graphs, without narration. Data are presented in these forms: numbers of language minority and limited-English-proficient (LEP) children in public schools (by school district) and non-public schools (by school);



## DOCUMENT RESUME

ED 359 814

FL 800 535

Weaver, Paul Neufeld; And Others

Gavin Families. A Report.

PUB DATE- Sep 91

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; \*Community Involvement; Data Collection; \*Demography; Elementary Education; \*Family Characteristics; \*Literacy Education; Needs Assessment; Parent Participation; \*Parent School Relationship; Preschool Education; Surveys

IDENTIFIERS- Chicago Heights School District IL; Family Literacy; Illinois (Chicago Heights)

The Family Literacy Project at the Dr. Charles E. Gavin School in Chicago Heights, Illinois, brings together a community college adult education program, an early childhood program, and a local school district. This report of the Prairie State College Family Literacy Project assesses the needs for family literacy among the families in the Gavin School neighborhood. Goals were to document the nature of the community, determine the interests and perceived needs of adult family members, empower the community members, and raise awareness in the community of the program and recruit participants. Emphasis was on data collection and this report reflects that focus. The majority of families in the area were found to be African American and Hispanic, to have high rates of high school dropout parents and teenage mothers, to have lived in the area an average of 12 years, and to have relatively low levels of parent involvement in the schools. Parents and teachers differed on types of activities perceived to be needed for parents, with teachers ranking the need for parenting skills highest. Additional demographic data are reported and the survey form and responses are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 815

FL 800 548

Descriptive Study of the Family English Literacy Program. Final Report.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 30 Sep 91

NOTE- 264p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; \*English (Second Language); \*Family Programs; Federal Legislation; High Risk Students; Limited English Speaking; \*Literacy; \*Literacy Education; Program Descriptions; Questionnaires

IDENTIFIERS- \*Family English Literacy

Family English literacy programs are designed to help limited-English-proficient adults and out-of-school youth achieve competence in the English language. The purpose of the study presented here was to provide a thorough description of the 54 Title VII Family English Literacy (FEL) programs funded from 1985 through 1989, including program elements, procedures, and the characteristics that have the potential to enhance the

## DOCUMENT RESUME

ED 359 834

FL 800 651

Snedeker, David M.  
Workplace Skills Enhancement Project, Seattle-King County Private  
Industry Council (PIC). Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC.

PUB DATE- 29 Oct 92

NOTE- 53p.; For employer guide, see FL 800 652.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adult Literacy; Adult Students; Ethnic Groups;  
\*Industry; \*Job Skills; \*Limited English Speaking; Minority  
Groups

IDENTIFIERS- Private Industry Councils; Washington (King County);  
Washington (Seattle); \*Workplace Literacy

Evaluative information is provided on 18 completed workplace  
literacy classes conducted in the Seattle-King County,  
Washington, area for 218 limited English proficient workers.  
The programs were operated by the Employment Opportunities  
Center and the Refugee Service Federation. Participants were  
members of the following ethnic groups: Vietnamese, Chinese,  
Cambodian, Lao, Japanese, Korean, Filipino, Thai,  
Ethiopian/Eritrean, Mexican, Central American, South American,  
Eastern European, and Soviet/Russian. Training sites were:  
Avtech Corporation, Eldec Corporation, Paine Corporation, and  
Pacific Circuits (electronics); Burien Terrace and Pinehurst  
Park (nursing homes); HFI Foods and Oberto Sausage (food  
processing); and the Sheraton and Westin Hotels. Factors  
affecting performance outcomes included workforce reductions  
due to the 1991 recession, variables in forming classes,  
pressure from supervisors and/or co-workers, overtime and work  
schedules, and limitation on the number of sites. Gains in pre-  
to-post program test scores, documented attainment of  
competencies, post-program assessments by supervisors, and  
continued employment at follow-up indicate that the majority of  
the participants have made progress in specific job-related  
language skills. In addition, demographic data indicate that  
the 18 classes have served people in need of specialized  
workplace literacy training. Many of the people served work in  
production-oriented, mostly technical jobs, and most have  
stayed with the same employer for a considerable time. A brief  
profile of each of the 18 classes is appended. (Adjunct ERIC  
Clearinghouse on Literacy Education) (LB)

ED 359 835

FL 800 652

Workplace Literacy Development Guide for Employers.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC.

PUB DATE- Oct 92

NOTE- 79p.; For final report, see FL 800 651.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General  
(050), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basic Skills; Community Programs; Cultural  
Pluralism; Curriculum Development; Employees; \*Employers; Job  
Skills; Language Skills; \*Literacy Education; \*Needs  
Assessment; \*Program Development; Program Evaluation; Program  
Implementation; Questionnaires; Records (Forms)

IDENTIFIERS- Private Industry Councils; Washington (King County);

## DOCUMENT RESUME

ED 359 855

HE 026 053

Halfond, Jay; Diffenbach, John  
Making Strategic Planning Work with Numbers: Responses to  
Enrollment Decline.

PUB DATE- Sep 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Budgeting; \*College Administration; Decision Making;  
\*Declining Enrollment; \*Educational Planning; Financial  
Exigency; Higher Education; \*Long Range Planning; Models;  
Prediction; Resource Allocation; Retrenchment; \*Strategic  
Planning; \*Universities

This paper addresses the problem of shaping new strategies in the face of current enrollment declines at many colleges and universities. It describes an approach that applies a long term planning model that can incorporate the short-term realities of lower enrollments and budget constraints with projections for new strategic initiatives. The paper notes that too often the immediate budget pressures pushes creative strategic planning aside, therefore, it is necessary to have some sort of linkage in the planning process between long range strategic alternatives and the immediate market demands and budgetary realities. This article describes an approach to linkage that focuses on attaching numbers to strategic ideas. The paper argues that ideas are empty if not grounded in a pragmatic context where enrollment and financial projections can be intermingled with strategic factors to simulate a variety of future scenarios. The planning model presented assists a dean in anticipating the college's future while forcing a disciplined and comprehensive perspective of strategic alternatives. A sample simulation is provided following discussions of the model's construction, usage, and outcomes. (GLR)

ED 359 856

HE 026 489

Greenwood, Addison  
National Assessment of College Student Learning: Getting Started.  
A Summary of the Beginning Activities.

PUB DATE- May 93

NOTE- 192p.; For a related document, see ED 346 808.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Academic Achievement; \*Academic Standards; \*College  
Outcomes Assessment; College Students; Competency Based  
Education; \*Educational Assessment; \*Educational Objectives;  
Educational Planning; Evaluation Methods; Higher Education;  
Outcomes of Education; Program Development; Skill Development;  
Standards; \*Student Evaluation

IDENTIFIERS- \*National Education Goals 1990

This report explores the issues and concerns related to the development of a process to assess college student learning. Its primary focus is the attainment of National Education Goal 5.5 by the year 2000 which reads, "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially." The primary source of information for this report came from a set of 15 papers commissioned as

## DOCUMENT RESUME

ED 359 874

HE 026 571

Trusty, Roger; And Others

Cooperative Learning in a College Chemistry Course.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; Chemistry; Comparative Analysis; \*Cooperative Learning; Higher Education; Research; Science Instruction; \*Sex Differences; \*Student Attitudes; \*Student Reaction; Undergraduate Students; Undergraduate Study

This report examines an attempt to use cooperative learning in two sections of a college chemistry course and focuses specifically on male and female student attitudes and achievement in the course. A total of 46 students participated. One lab section used cooperative structures throughout an entire 16-week semester while the other section used independent lab structures until week 8 at which time cooperative learning was employed. While cooperative learning did not produce differences in achievement along gender lines, there were discernible differences in male and female attitudes toward cooperative learning and in the effects that cooperative learning might have on attitudes and beliefs toward chemistry. Cooperative learning reduced the negative slide on self-perception of ability, interest, and effort among females. Furthermore, the preference for this mode of learning was heightened among females. A major adverse effect was that females expressed a disproportionate feeling that their individual performance might have negative effects on others in such practices as group grading and jig sawing information for student presentation. The survey form is appended. (GLR)

ED 359 875

HE 026 572

Sorcinelli, Mary Deane; Billings, Deborah A.

The Career Development of Pretenure Faculty: An Institutional Study.

PUB DATE- 92

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Career Development; College Faculty; Collegiality; Comparative Analysis; Employer Employee Relationship; Higher Education; Job Enrichment; \*Job Satisfaction; \*Nontenured Faculty; Quality of Working Life; Questionnaires; \*Teacher Attitudes; \*Teacher Morale; \*Work Attitudes

IDENTIFIERS- \*University of Massachusetts Amherst

A study examined untenured faculty at the University of Massachusetts (Amherst) to determine their job satisfaction and work stress, changes in these areas over time, and ways the university could enrich their job experience. Two cohorts were studied via questionnaires. The first cohort comprised first-year faculty (N=23) and the second comprised all other tenure-

## DOCUMENT RESUME

ED 359 893

HE 026 591

Benjamin, Roger; Carroll, Stephen  
Restructuring Higher Education--By Design. RAND Issue Paper 2.  
PUB DATE- Apr 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- College Administration; \*Educational Resources;  
Educational Trends; Futures (of Society); Governance; \*Higher  
Education; \*Long Range Planning; Participative Decision Making;  
\*Policy Formation; \*Resource Allocation; Role of Education;  
School Restructuring

IDENTIFIERS- \*Iterative Methods

Higher education institutions and systems must change to respond to the demands of a more complex era. Increased demand for education, continuing decreases in available funds to support institutions, rising costs, and questions about the quality of higher education suggest that the current system is inadequate. Much of the shape of higher education evolved in response to past needs of the nation's higher education sector. The current era places more complex demands on higher education and yet resources remained fixed or are decreasing. These changes define a new environment that requires resource reallocation. Yet the governance system appears incapable of reallocating funds due to the complexity of the sector, inadequate information, unclear priorities, and dispersed power. A new system must be a more participatory process and must be iterative: central administrators must reallocate resources, but departments must be centrally involved. Matching resources to goals requires criteria such as: quality, centrality, demand and workload, cost effectiveness, comparative advantage. The process of making allocation decisions is central and should not involve closed groups of administrators or faculty task forces which set priorities, should require public preliminary recommendations, and academic units should put forward ambitious plans while identifying their low priorities. (JB)

ED 359 894

HE 026 592

Sann, David; Tervala, Victor K.  
Development Opportunities: The Effect of UMES on the Town of  
Princess Anne, Maryland.

SPONS. AGENCY- Department of Housing and Urban Development,  
Washington, D.C.

PUB DATE- Feb 93

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- City Government; College Students; Economic  
Development; \*Economic Impact; Higher Education; Housing Needs;  
Income; \*Municipalities; Rural Areas; \*School Community  
Relationship

IDENTIFIERS- \*Maryland (Princess Anne); \*University of Maryland  
Eastern Shore

A study was done of the potential economic effect of the University of Maryland Eastern Shore (UMES) campus on the nearby town of Princess Anne, a small rural community. The study used estimates made by a UMES faculty member which

## DOCUMENT RESUME

ED 359 913

HE 026 612

Shmurak, Carole B.

Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools.

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Career Choice; Comparative Analysis; \*Females; Followup Studies; Higher Education; High School Graduates; High Schools; \*Outcomes of Education; Professional Occupations; Research; \*Single Sex Schools; Vocational Followup

This study compared the careers of women who graduated from all-girls independent secondary schools to the careers of those who graduated from comparable coeducational schools, in order to determine if there are differences between the career choices of these two groups. Comparisons were made of the number of women in each of 10 traditionally-male fields: medicine; law; engineering; dentistry; veterinary medicine; finance; computers; scientific research; architecture; and psychology. A total of 12,651 alumnae records were screened covering the periods from 1960 to 1985. Results showed that there were very few differences between the careers of graduates of girls' schools and those women graduating from coeducational secondary schools. In those cases where differences did occur, they all favored the coeducational schools. In none of the 10 fields did the graduates of the girls' schools have a proportionately larger number of women, which contradicts other research showing positive effects of girls' schools. Careful consideration of these conclusions is made in light of findings from other studies. Contains 19 references. (GLR)

ED 359 914

HE 026 613

McEwan, Anna E.

On Becoming a Sojourning Community.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classes (Groups of Students); \*Classroom Environment; \*Cooperative Learning; Graduate Students; Graduate Study; \*Group Behavior; Group Discussion; Group Dynamics; Higher Education; \*Instructional Innovation; \*Interpersonal Communication; Learning Experience; Learning Strategies; Peer Relationship; Self Disclosure (Individuals); Teacher Student Relationship

IDENTIFIERS- \*Learning Communities

This paper argues that collaborative learning is possible within graduate education and examines the process whereby a classroom can develop into a unified learning community of shared experiences. Using excerpts of student writings and dialogue, three aspects surrounding the creation of a learning community are explored: (1) the risk of trust, (2) the art of transparency, and (3) the passion for learning. The risk of

## DOCUMENT RESUME

ED 359 933

IR 016 149

Hawkins, Jan  
Technology and the Organization of Schooling. Technical Report  
No. 28.

PUB DATE- Jun 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; Educational Change; Educational  
Planning; \*Educational Technology; Elementary Secondary  
Education; \*Integrated Activities; \*Organizational Change;  
\*School Restructuring; \*Technological Advancement; Technology  
Transfer

IDENTIFIERS- \*Reform Efforts

Without a deliberate emphasis on designing and using technology to improve the organization of schooling, even the best learning technologies will have limited long-term impact on our educational system. Research has identified two key conditions of good schooling: students can learn well when they are actively engaged with multiple resources and people, and they can learn well in environments where they are personally well known. Technology can be the key to realizing these conditions. The most powerful way to integrate technologies into the schools is in concert with organizational change. Planning for reform must deliberately consider the contributions of technology to reorganizing schools. Examples drawn from the Dalton School (New York City), the Charlotte Middle School in Rochester (New York), and the Brooklyn Technical High School (New York City) illustrate the effective use of technology in schools to broaden resources open to both teachers and students. Reorganizing schools for thoughtfulness is neither short term nor simple. The process is enhanced by using technology as a resource for school reorganization. (Contains 22 references.) (SLD)

ED 359 934

IR 016 154

Johnson, Steve  
Appraisal of Audiovisual Materials.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Audiovisual Aids; Bibliographies; \*Check Lists; Court Litigation; Definitions; \*Economic Factors; Educational Technology; \*Evaluation Methods; \*Evaluators; Glossaries; \*Instructional Materials; Resource Materials; Value Judgment

IDENTIFIERS- \*Value Analysis

This document consists of four separate handouts all related to the appraisal of audiovisual (AV) materials: "How to Work with an Appraiser of AV Media: A Convenient Check List for Clients and Their Advisors," helps a client prepare for an appraisal, explaining what is necessary before the appraisal, the appraisal process and its costs, the kind of research an appraiser may do, and ways audiovisual materials can be valued; (2) "Glossary of Technical Terminology: A-B-C Guide to Critical

# DOCUMENT RESUME

ED 359 954

IR 054 449

Wortley, Beatrice

Literature and Literacy: The 'Real' Book Approach to Children Learning To Read.

PUB DATE- 92

NOTE- 14p.; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- \*Childrens Literature; Elementary Education; Foreign Countries; Preschool Education; Psycholinguistics; \*Reading Instruction; Reading Material Selection; \*Reading Programs; Reading Teachers; \*Whole Language Approach

IDENTIFIERS- Goodman (Kenneth); United Kingdom

This article traces the development in Britain of the 'real' book approach to children learning to read. It begins with reference to Kenneth Goodman's seminal work in psycholinguistics published in the late 1960s. It goes on to draw on the work of Margaret Meek at the London Institute of Education and Liz Waterland, a teacher in an English primary school. Margaret Meek, the acknowledged doyenne of reading teachers, demonstrates the use and the place of quality fiction for children learning to read. While Margaret Meek concentrates on the value of quality children's literature, Liz Waterland writes from the point of view of the classroom teacher. She describes how adopting the 'real' book approach was a 'Damascus Road' conversion for her and one she could never go back on. An article by Colin Mills is discussed for the way it points out how the common language of education, derived from the behaviorist tradition, acts as a hindrance when applied to the 'real' book approach. Finally, an article by Henrietta Dombey offers readers a practical illustration of how one teacher helps pre-school children relate to the books read at story time. (Contains 12 references.) (KRN)

ED 359 955

IR 054 460

Fretwell, Gordon, Comp.; Daval, Nicola, Ed.

ARL Annual Salary Survey, 1992.

PUB DATE- Dec 92

NOTE- 100p.; For the 1991 survey, see ED 344 589.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Annual Reports; Foreign Countries; Higher Education; Librarians; \*Library Personnel; \*Library Statistics; Library Surveys; \*Occupational Information; Occupational Surveys; Questionnaires; \*Research Libraries; \*Salaries; Tables (Data)

IDENTIFIERS- \*Association of Research Libraries; Canada; United States

This report presents data from the 1992 ARL (Association of Research Libraries) annual salary survey. Forty-two tables report data on professional salaries and years of experience, including a breakdown for minority librarians; distribution of



DOCUMENT RESUME

ED 359 974

IR 054 605

Lowe, Marilyn T.

Cooperative Planning and Information Access Skills.

PUB DATE- 93

NOTE- 59p.; Specialist in Education, Georgia State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Information; \*Cooperative Planning; \*Course Integrated Library Instruction; Curriculum Development; Educational Cooperation; \*Educational Planning; Elementary Education; \*Elementary School Teachers; Information Retrieval; Information Utilization; Librarians; Library Skills; \*Media Specialists; Questionnaires; School Libraries; Tables (Data); Teaching Methods

IDENTIFIERS- Cobb County Public Schools GA; Information Skills;

\*Librarian Teacher Cooperation; Teacher Surveys

To determine if cooperative planning between the library media specialist (LMS) and the classroom teacher affects the integration of information access skills into the curriculum, classroom teachers in grades 1 through 5 were surveyed in 10 randomly selected schools in Cobb County (Georgia). Of the 183 teachers surveyed, 131 returned questionnaires, a response rate of 72 percent. Classroom teachers (60.3 percent) stated that the LMS influenced their teaching of information access skills by providing resources either through classroom visitations or in planning sessions. Classroom teachers reported that topics of instruction during cooperative planning were discussion of useful materials and the examination of materials. Through cooperative planning, teachers stated, the introduction of information sources by the LMS helped them teach information access skills. Discussing and previewing resource materials and defining objectives appeared to be the primary areas of school LMS influence. Eleven tables present study data, and appendixes contain the cover letter and the 16-item survey questionnaire. (Contains 16 references.) (SLD)

ED 359 975

IR 054 606

Copyright Amendments Act of 1991. Hearings on H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991).

PUB DATE- 93

NOTE- 609p.; Serial No. 94.

LANGUAGE- English

EDRS Price- MF03/PC25 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Copyrights; Court Litigation; Definitions; \*Fair Use (Copyrights); \*Federal Legislation; Federal Regulation; Film Industry; \*Films; Government Role; Hearings; Legal Responsibility; Popular Culture; Preservation; Publishing Industry

IDENTIFIERS- Amendments; Congress 102nd; House of Representatives; Reauthorization Legislation; \*Unpublished Materials

Hearings were held on 4 days to consider questions of fair use of unpublished materials, the renewal of copyrights, and national

DOCUMENT RESUME

ED 359 994

JC 930 342

Catlin, Anita; Kalina, Michelle  
How To Institute the Cross/Angelo Classroom Assessment Training  
Program on a College Campus, or, How To Create a Dynamic  
Teaching/Learning Partnership between Teachers and Students.  
SPONS. AGENCY- California Community Coll. Fund for Instructional  
Improvement.  
PUB DATE- 93  
NOTE- 198p.  
LANGUAGE- English  
EDRS Price- MF01/PC08 Plus Postage.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Budgets; Classroom Techniques; College Faculty;  
\*Community Colleges; Educational Research; \*Feedback;  
\*Institutes (Training Programs); Models; Outcomes of Education;  
Program Descriptions; Program Implementation; Student  
Attitudes; Student Evaluation of Teacher Performance; Student  
Reaction; Teacher Response; Teacher Workshops; Two Year Colleges  
IDENTIFIERS- \*California Community Colleges; Cross Angelo  
Classroom Assessment Model  
This manual offers practical guidelines, based on the work of K.  
P. Cross (1988) and T. A. Angelo (1991), on implementing a  
Classroom Assessment Training Project (CATP) at a high school  
or college. The manual contains information on planning,  
budgeting, training, and content. The Cross/Angelo Classroom  
Assessment Model relies on quick, anonymous written feedback  
from students about their understanding of course content and  
their reactions to instruction. Unlike tests and quizzes,  
Classroom Assessment Techniques are ungraded, allowing  
instructors to adjust instruction rather than assess  
achievement. Chapter 1 of the manual provides an overview of  
the Classroom Assessment Model, defining terminology, reviewing  
the model's philosophical and historical background, and  
outlining related research. Chapter 2 details the steps to  
implementing a CATP, covering administrative support, fiscal  
requirements, training of faculty leaders, reassignment of  
coordinators, compensation for faculty participants, clerical  
support, purchase of textbooks, sources of funding, budget  
breakdown for sample college, factors to ensure program  
success, selecting and training a leader/trainer, timeline for  
implementation, recruitment of faculty, and length and mix of  
training. Chapter 3 describes the faculty training sessions,  
providing information on planning, the content of the first  
training session, follow-up workshops, encouragement of teacher  
participation, and responses to problematic feedback. Finally,  
chapter 4 provides supplementary materials, including samples  
of a faculty leader contract, participant contract, and agenda  
and handouts for the first training session; the names, phone  
numbers, and disciplines of California community colleges  
faculty who have been trained in the techniques; and 18  
references. (PAA)

ED 359 995

JC 930 343

Catlin, Anita; Kalina, Michelle  
What Is the Effect of the Cross/Angelo Model of Classroom  
Assessment on Student Outcome? A Study of the Classroom  
Assessment Project at Eight California Community Colleges.

## DOCUMENT RESUME

ED 360 010

JC 930 358

Harr, Gary Lynn

STARS: Student Assessment and Response System.

PUB DATE- 85

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Ancillary School Services; Community Colleges; Computer Uses in Education; Counseling Services; Data Analysis; \*Data Collection; \*Data Processing; \*Needs Assessment; Program Descriptions; School Statistics; Student Characteristics; Student College Relationship; \*Student Needs; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Student Assessment and Response System

In 1984, the Student Assessment and Response System (STARS) was developed by the Florida Junior College at Jacksonville (FJCJ) to establish a proactive student assessment system that translates data collection on student needs into counseling action. As part of the registration process, students may complete a STARS survey form, which lists available student services related to academic skills, educational planning, career development/job placement, personal/social development, and other areas, and asks students to mark areas in which they would like assistance. This information is then scanned into FJCJ's mainframe computer, which generates a STARS response sheet designed to provide general information on the specific services available, campus-specific information when available, and the name, office number, and telephone number of a campus resource person. In addition, the computer generates a list of students desiring assistance for each service and transmits them to the FJCJ staff designated as contacts for the services, who then provide the students with detailed service information. Feedback surveys are also provided to students completing STARS surveys to evaluate user satisfaction and to gather information on user characteristics. During its first term of college-wide implementation, over 1,600 students completed STARS surveys, generating about 5,000 mailers. A flow chart of STARS operation and the STARS survey instrument are included. (MAB)

ED 360 011

JC 930 359

Harr, Gary Lynn

Academic Options for Students Affected by the Standards for Student Success.

PUB DATE- Aug 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Academic Achievement; Academic Failure; Academic Persistence; \*Academic Probation; Academic Standards; Ancillary School Services; Community Colleges; \*Counseling Services; Educational Counseling; Educational Policy; Grades (Scholastic); High Risk Students; Resource Materials; \*Student School Relationship; \*Suspension; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- \*Florida Community College at Jacksonville  
Designed for students at Florida Community College at

## DOCUMENT RESUME

ED 360 027

JC 930 379

Farahani, Gohar  
Charles County Community College Performance Accountability  
Report.

PUB DATE- Mar 93

NOTE- 109p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Research/Technical (143)

DESCRIPTORS- Academic Persistence; \*College Outcomes Assessment;  
\*College Planning; College Transfer Students; Community  
Colleges; \*Evaluation Criteria; Followup Studies; \*School  
Effectiveness; Self Evaluation (Groups); Tables (Data); Two  
Year Colleges; Two Year College Students; Vocational Education

IDENTIFIERS- \*Charles County Community College MD

Prepared pursuant to new Maryland accountability requirements, this report offers information on access and equity; student goal achievement; transfer preparation; employment and economic development; and student involvement, community involvement, and cultural activities at Charles County Community College (CCCC). The report's preface provides background on the accountability requirements, CCCC's mission, and the use of faculty and staff focus groups to explore the college's mission and outcomes. The accountability focus group calendar and questions are included. The next section presents data on CCCC's provision of educational access and equity, focusing on such indicators as the enrollment of minority, at-risk, and economically disadvantaged students; staff and faculty diversity; and nontraditional instructional offerings and enrollment. Next, CCCC's long-range objectives with respect to student goal achievement are outlined, and information is provided on graduate characteristics, graduation rates, graduates' ratings of the college, employment and transfer rates, and dropouts' reasons for not returning. Next, indicators of CCCC's success in preparing students to transfer are presented and analyzed, including transfer rates, relationship of CCCC and transfer majors, and student satisfaction. The next section focuses on CCCC's contributions to regional employment and economic development, including information program completers who passed the required licensure exams in nursing, enrollments in certification programs, program completers' satisfaction with their preparation for employment, and business contracts. The final section enumerates the college's goals with respect to student involvement, community involvement, and cultural activities; and lists indicators to be measured and sources of information. (MAB)

ED 360 028

JC 930 380

Farahani, Gohar  
Non-Returning Student Survey, Charles County Community College.  
PUB DATE- Aug 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; Community Colleges;  
Comparative Analysis; Dropout Research; \*Dropouts; \*Enrollment  
Influences; High School Graduates; \*School Holding Power;

DOCUMENT RESUME

ED 360 045

PS 021 450

Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Apr 93

NOTE- 33p.; For 24th through 26th Annual Evaluation Reports for Fiscal Years 1989 through 1991, see ED 319 488, ED 334 010, and ED 344 680.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)

DESCRIPTORS- Annual Reports; Child Neglect; \*Compensatory Education; Costs; Delinquency; Disabilities; Elementary Secondary Education; \*Federal Legislation; Mathematics Instruction; Migrant Youth; Parent Participation; Program Descriptions; Program Effectiveness; Reading Instruction; \*Special Needs Students; \*State Programs; Student Participation; Tables (Data); Trend Analysis

IDENTIFIERS- \*Education Consolidation Improvement Act Chapter 1; \*Ohio; Parent Advisory Councils

This report summarizes recent activities provided in Ohio through Chapter 1 of the Elementary and Secondary Education Act. Statistics for the 1991-92 school year and the summer that followed are presented, along with information on participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first section of the report explains the basic Chapter 1 services provided by Ohio's public school districts, including information on: (1) student participation; (2) instructional areas; (3) the impact of reading instruction; (4) the impact of mathematics instruction; (5) expenditure patterns; (6) staff positions; (7) inservice education; (8) parent involvement; and (9) parent advisory councils. The section concludes with a list of program successes, indicating that 610 of Ohio's 612 school districts conducted Chapter 1 programs, receiving a total of just under \$200 million in Chapter 1 funds to provide extra instruction for 146,606 educationally disadvantaged children. The next section describes special Chapter 1 services provided for the children of migratory agricultural workers and handicapped, neglected, or delinquent children being educated in state agency schools. The report concludes with a brief description of state leadership in implementing Chapter 1 and tables that provide a 5-year summary of grant awards and students served. The text is supplemented with 33 tables. (AC)

ED 360 046

PS 021 458

Camras, Linda A.

Facial Expressions in Context: Contributions to Infant Emotion Theory.

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Affective Behavior; Anger; Emotional Development; \*Emotional Response; \*Facial Expressions; Fear; \*Infant

**DOCUMENT RESUME**

ED 360 065

PS 021 551

Gifford, Jean

Early Childhood in Australian Schools: Future Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper.

SPONS. AGENCY- National Board of Employment, Education, and Training, Canberra (Australia). Schools Council.

PUB DATE- Oct 92

NOTE- 89p.; "This paper formed the basis for the commissioned paper 'A Stitch in Time,'" see PS 021 536.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); \*Child Development; Early Intervention; \*Educational Policy; \*Elementary School Students; Foreign Countries; Parent Participation; \*Primary Education; Professional Development; School Business Relationship; School Community Relationship; School Readiness; Standardized Tests; Teacher Education

IDENTIFIERS- Australia; \*Developmentally Appropriate Programs; Transition to School

This document responds to issues raised in a Schools Council discussion paper analyzing the first years of schooling in Australia. The document is divided into nine chapters covering the following topics: (1) the national and historical context in which early childhood programs currently operate; (2) conditions that foster teachers' ability to work effectively with 5- to 8-year-old children in the schools, such as knowledge of children's characteristics, the use of developmentally appropriate practices, and appropriate staffing levels and class sizes; (3) school entry and transition issues; (4) parents and the community; (5) the accountability of school programs and school-based evaluation; (6) the role of schools in the context of social issues; (7) appropriate preparation for teachers working with 5- to 8-year-old children in schools; (8) methods of inducting teachers into the workplace, inservice training, and wider concerns of the child care industry; and (9) implications of the issues raised in this paper for education systems. A reference list of more than 130 items, a glossary of early childhood terms, and a brief description of early childhood systems in each Australian state are included. (MM)

ED 360 066

PS 021 552

Clyde, Margaret

Child Care-Who Needs It?

PUB DATE- Jul 91

NOTE- 15p.; Paper presented at the SPRC National Social Policy Conference (Kensington, Australia, July 3-5, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Child Caregivers; Childhood Needs; \*Community Attitudes; \*Day Care; Early Childhood Education; \*Educational Philosophy; \*Educational Policy; Federal Aid; Foreign Countries; \*Teacher Education

IDENTIFIERS- \*Australia; Government Subsidies; Professionalism  
"Child care" is a phrase which has become inextricably linked

DOCUMENT RESUME

ED 360 084

PS 021 610

Brar, S.

Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.

PUB DATE- Aug 92

NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). Faint type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Development; Comparative Analysis;

\*Correlation; Foreign Countries; \*Intelligence; Intelligence

Tests; \*Interpersonal Competence; \*Maturity (Individuals);

\*Preschool Children; Preschool Education; Rating Scales; Scores

IDENTIFIERS- India

Social-emotional competence (SEC) is considered a measure of an individual's total effectiveness in dealing with the environment. To verify empirically whether SEC depends on the intelligence and social maturity of young children, a study of 40 preschool children was undertaken in India. A standardized intelligence test was administered to the children; to assess SEC and social maturity, children were observed in school and during home activities. Based on test and observation results, children were categorized into groups of high and low intelligence and into groups of high and low social maturity. Scores for the groups were compared with respect to four aspects of SEC: (1) self-confidence; (2) autonomy-dependence; (3) quality of social interactions; and (4) coping techniques. Data indicated that children categorized in the high intelligence group scored significantly higher than children in the low intelligence group on all four aspects of SEC. Similarly, children categorized as high in social maturity scored significantly better than children categorized as low in social maturity on the four aspects of SEC. From these findings it was concluded that a child's level of intelligence and maturity contributes significantly to social and emotional competency. (BCY)

ED 360 085

PS 021 611

Shaver, Judy C.; And Others

Strategies for Developing Emergent Literacy.

PUB DATE- 92

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Basic Skills; Child Development; College Students;

Cooperative Programs; \*Early Intervention; \*Educationally

Disadvantaged; High Risk Students; \*Literacy Education; Parent

Attitudes; Parent Education; \*Preschool Children; Preschool

Education; Program Descriptions; Program Effectiveness;

\*Program Evaluation; Student Volunteers; Volunteer Training

IDENTIFIERS- \*Emergent Literacy; \*Project Head Start

In an effort to help disadvantaged preschool children develop emergent literacy skills and improve their chances of future academic success, a cooperative project was implemented in 1991-92 by McNeese State University in Louisiana and a local Head Start agency to provide tutoring to Head Start children.

DOCUMENT RESUME

ED 360 103

PS 021 753

Treppte, Carmen; And Others

Multiculturalism in Early Childhood Programs. Perspectives from  
ERIC/EECE: A Monograph Series, No. 3.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 107p.; Based on papers presented at the European Forum for  
Child Welfare (Hamburg, Germany, April, 1992) and at the Annual  
Conference of the National Association for the Education of  
Young Children (Denver, CO, November 7-10, 1991).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071), Reference Materials -  
Bibliographies (131), Collected Works - General (020)

DESCRIPTORS- \*Child Development; Cultural Context; \*Cultural  
Differences; \*Early Childhood Education; Elementary School  
Students; Ethnic Relations; Foreign Countries; Intercultural  
Communication; \*Minority Groups; Mothers; \*Multicultural  
Education; Parent Participation; Preschool Children; Program  
Descriptions; Social Integration; \*Teacher Student Relationship

IDENTIFIERS- ERIC Trends Issues Papers; Ruhr Valley; \*Turks

This document presents three papers on multicultural education in  
early childhood, followed by a selected ERIC bibliography on  
the same subject. The first paper, "Multicultural Approaches in  
Education: A German Experience," by Carmen Treppte, describes  
the development of Turkish Children and Mothers, a project  
designed to help preschoolers in the Ruhr Valley of Germany  
develop linguistic, motor, cognitive, and social abilities. The  
paper also describes various aspects of the project, including  
those that relate to maternal involvement, educational  
facilities, the needs of project participants, and cultural  
factors that should be considered when serving the ethnic  
Turkish minority that is adapting to German culture. In the  
second paper, "Culture, Schooling, and Education in a  
Democracy," Victoria R. Fu defines multiculturalism, draws  
distinctions between education and schooling, proposes a  
conceptual framework for implementing multicultural education,  
and examines Bronfenbrenner's and Vygotsky's concepts of  
development. The third paper, "Responsive Teaching: A  
Culturally Appropriate Approach," by Andrew J. Stremmel,  
explains responsive teaching, which involves the construction  
and negotiation of shared meaning or perspectives during  
interactions, and suggests ways to help early childhood  
teachers become more responsive in their interactions with  
children of various backgrounds. A reference list is provided  
with each paper. The bibliography that follows the papers  
contains 34 documents and 36 journal articles on  
multiculturalism in early childhood programs selected from a  
search of the ERIC database. Each item in the bibliography  
contains bibliographic information and an abstract of the  
document or article. (BC)

ED 360 104

PS 021 754

Katz, Lilian G.

Dispositions: Definitions and Implications for Early Childhood  
Practices. Perspectives from ERIC/EECE: A Monograph Series, No.  
4.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.



DOCUMENT RESUME

ED 360 120

RC 019 223

Notes From the Field: Education Reform in Rural Kentucky, 1991-1992.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Educational Change; Educational Equity (Finance); \*Educational Finance; Elementary Secondary Education; \*Expenditure per Student; Health Services; Parent Education; Personnel Selection; Preschool Education; Professional Development; Rural Education; \*School Based Management; School Districts; \*Social Services; Student Evaluation; \*Teacher Attitudes

IDENTIFIERS- Kentucky; \*Kentucky Education Reform Act 1990

This document consists of the first five issues of "Notes from the Field," a serial documenting a 5-year study of the implementation of the Kentucky Education Reform Act (KERA) of 1990 in four rural Kentucky school districts. The first issue provides a brief overview of KERA policies and the status of their implementation in the study districts. It covers: (1) school-based decision making; (2) preschool education; (3) family resource centers and youth services centers; (4) extended school services; (5) political measures; (6) superintendent selection process; (7) termination of teacher contracts; and (8) finance. The second issue focuses on school-based decision making and reports that all study districts are implementing this component on schedule. Differences exist among the districts, however, in their aggressiveness of implementation and their interpretation of the law. A survey of staff in two districts shows general support for school-based decision making. The third issue reports on the establishment of family resource centers (elementary schools) and youth services centers (secondary schools), based on visits to four centers. All centers visited were fully operational and appeared to be successfully coordinating community services. The three family resource centers were focusing on health services and parent and child education, while the youth service center was providing all six services listed in KERA. The fourth issue features KERA finance measures and analyzes how these measures have affected the study districts. The analysis reveals that education funding increased substantially in the four rural districts since the passage of KERA. Most of the new funding went to salary increases, instructional and library supplies, and programs to help at-risk students. Although it is not possible to study the equalization effects of KERA with such a small sample, per pupil revenue appeared to become more equal among three of the four districts. The fifth issue summarizes teacher focus-group discussions in each of the four school districts. The teachers were largely supportive of the basic philosophy and programs of KERA and hopeful that the legislature would stick with the law long enough for it to work. They were frustrated, anxious, and fatigued, however, from trying to make massive changes in a relatively short period of time. While some of their anxiety may be seen as a natural part of the change process, it is clear that teachers need more time, assistance, and resources if they are to keep up the present level of implementation. (KS)

DOCUMENT RESUME

ED 360 138

RC 019 257

Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs.

PUB DATE- Sep 91

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Ancillary School Services; Coordination; \*Identification; \*Migrant Children; Migrant Education; \*Migrant Programs; National Surveys; Preschool Children; \*Preschool Education; Social Services; \*State Programs; Training

In spring 1991, the National Preschool Coordination Project sent a questionnaire regarding preschool services to all state migrant education programs. Over half of the states responded. Findings indicated that: (1) there is a need for improved identification and recruitment of migrant children aged 3-5 years; (2) the majority of jurisdictions offer needs assessment, emergency health, and social service referrals; (3) two in three jurisdictions offer parent training; (4) nearly one in two respondents thinks that less than half of identified children are currently receiving services; (5) current information and resources available to staff are judged to be somewhat or very inadequate by over 60 percent of respondents; (6) most states perceive a need for enhanced interstate coordination; and (7) the majority of respondents lack resources to facilitate interagency and interstate coordination and also lack curriculum in Spanish and other home languages. The report provides detailed findings for each survey question. (KS)

ED 360 139

RC 019 258

Carr, Mary E., Ed.; Morse, Susan C.

Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- Sep 92

NOTE- 17p.; Prepared by the Ad Hoc Committee on Training.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Bilingual Education; Career Ladders; Cultural Awareness; Home Visits; \*Job Skills; Migrant Children; Migrant Education; \*Migrant Programs; Parent Education; \*Personnel Selection; Preschool Children; Preschool Education; \*Professional Development; \*Training Objectives

This information packet contains five papers related to personnel training in migrant early childhood education: (1) "Personnel Training-an Interstate Coordination Committee Report," by Mary E. Carr and Susan C. Morse, the longest of the papers, provides an overview of the best personnel practices and a discussion of training needs of migrant preschool education personnel; (2) "Together, We Can Do It!" lists vital practices for supporting and nurturing staff and families as identified by an Even Start staff; (3) "Building Bridges" describes a home-based program

## DOCUMENT RESUME

ED 360 158

SE 053 533

Benhof, Richard  
Federal Support to Universities, Colleges, and Nonprofit  
Institutions: Fiscal Year 1990. A Report to the President and  
Congress. Surveys of Science Resources Series.

PUB DATE- 92

NOTE- 215p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Black Colleges; Colleges; College Science;  
Educational Finance; Educational Trends; Engineering; \*Federal  
Aid; Federal Government; \*Fellowships; Financial Support;  
Graduate Study; \*Grants; \*Higher Education; National Surveys;  
\*Nonprofit Organizations; Science Education; \*Scientific  
Research; Undergraduate Study; Universities

IDENTIFIERS- \*National Science Foundation

The data presented in this report represent all categories of direct Federal support to institutions of higher education in the United States. The data were provided by the 15 federal agencies that account for virtually all support for science and engineering (S&E) research and development (R&D) at universities, colleges, and nonprofit institutions. The data presented are collected annually through the National Science Foundation's Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions, which originated in 1965. The survey collects information on: (1) total program support in thousands of dollars (encompassing both S&E and non-S&E activities) to academic institutions; (2) total S&E support to federally funded research and development centers (FFRDCs) administered by academic institutions; and (3) R&D and R&D plant support to nonprofit institutions and associated FFRDCs. (Data on FFRDCs have not been published in this report.) The report begins with general notes on the survey and a section of technical notes explaining the scope of the survey and the organization of the report and giving definitions of the terms used. The detailed statistical tables that follow the technical notes constitute the bulk of the report and cover trends and total obligations, geographic distribution, institutions ranked in order of amount received, historically black colleges, institutional listings by state, and systems of universities and colleges. (AA)

ED 360 159

SE 053 535

Kyle, Beth Ann; And Others  
Acid Rain: A Student's First Sourcebook.

PUB DATE- Jul 90

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Acid Rain; Chemistry; Earth Science; Elementary  
School Science; \*Environmental Education; Intermediate Grades;  
Junior High Schools; Learning Activities; \*Science Activities;  
\*Science Education; \*Science Experiments; Scientific Concepts;  
Scientific Literacy

IDENTIFIERS- pH

The purpose of this guide is to help students better understand

## DOCUMENT RESUME

ED 360 180

SE 053 564

Niaz, Mansoor

Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability.

PUB DATE- Apr 93

NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Chemistry; Cognitive Processes; \*College Freshmen; \*College Science; Concept Formation; \*Formal Operations; Higher Education; \*Problem Solving; \*Science Education; Scientific Concepts; \*Thinking Skills

Achievement in science depends among other factors on hypothetico-deductive reasoning ability; that is, on the developmental level of the students. Recent research indicates that developmental level of the students should be studied along with individual difference variables such as Pascual-Leone's M-capacity (information processing) and Witkin's Cognitive Style (disembedding ability). The purpose of this study was to investigate reasoning strategies of students in solving chemistry problems as a function of developmental level, functional M-capacity, and disembedding ability. A sample of freshman students (n=109) were administered tests of formal operational reasoning, functional M-capacity, disembedding ability, and chemistry problems (limiting reagent, mole, and gas laws). Results show that students who scored higher on cognitive predictor variables not only have a better chance of solving chemistry problems but also demonstrated greater understanding and used reasoning strategies indicative of explicit problem solving procedures based on the hypothetico-deductive method, manipulation of essential information and sensitivity to misleading information. It was also observed that students who score higher on cognitive predictor variables tend to anticipate important aspects of the problem situation by constructing general figurative and operative models leading to a greater understanding. Students scoring low on cognitive predictor variables tended to circumvent cognitively more demanding strategies and adopt others that helped them to overcome the constraints of formal reasoning, information processing, and disembedding ability. (Contains an annotated bibliography of 50 references.) (Author)

ED 360 181

SE 053 565

Science and Engineering Doctorate Awards: 1991. Selected Data.

PUB DATE- Apr 92

NOTE- 122p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Numerical/Quantitative Data (110)

DESCRIPTORS- \*College Science; \*Doctoral Degrees; Doctoral Programs; \*Educational Trends; \*Engineering Education; Graduates; Graduate Surveys; Higher Education; Majors (Students); School Surveys; \*Science Education; Universities  
The data presented in this report show trends in doctorate

# DOCUMENT RESUME

ED 360 200

SO 022 716

Ostertag, Vesna

Strategies for Dissemination of Principles and Concepts of Education for Peace.

PUB DATE- Jun 92

NOTE- 12p.; Paper presented at the Conference for Non-Violence in Education (Moscow, Russia, June 12-15, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Citizenship Education; \*Disarmament; Elementary Secondary Education; Global Approach; International Cooperation; \*International Education; \*International Relations; \*National Defense; \*Peace; School Role; Social Change; Student Attitudes; Violence; War; \*World Problems

IDENTIFIERS- \*Militarism

World political changes since 1988 have ended the Cold War era of constant threats of confrontation and nuclear annihilation. The culture of militarism that influenced business, industry, and education served a purpose by dividing the world into good and evil. The changes that have removed the threat of militarism require a redefinition of the peace movement. The greatest task for teachers is the conversion of the war structure into a peace structure by converting the association of peace in the context of a nuclear catastrophe to the idea of peace as man's humanity to man. Educators must be ready to eradicate physical, economic, psychological, and ecological violence. In order to promote peace education, teachers must define global, national, and personal goals that are comprehensive enough to include many aspects of peace. These include personal relationships, economic equality, the value of human rights, and the elimination of violence toward the environment. U.S. and Russian teachers should (1) define common goals of peace education for children, (2) strive to make experiences in peace education a mandatory part of the curriculum in both countries, (3) organize a course focusing on common teaching objectives, (4) develop instructional materials on peace in a multicultural mode, and (5) develop a common teacher training program. (DK)

ED 360 201

SO 022 743

Reid, Janet Sue

Developing Students (K-5) Understanding through the Paideia System of the Contributions Made by Ancient Cultures to Modern Society.

PUB DATE- 91

NOTE- 63p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Art Education; \*Curriculum Development; Elementary Education; Elementary School Students; \*Greek Civilization; Magnet Schools; \*Multicultural Education

IDENTIFIERS- Missouri (Kansas City); \*Paideia

A classical Greek elementary magnet school in a large urban school district has identified the need for a multicultural fine arts program reflecting the contributions of ancient cultures to modern man. The author and teachers (K-5) of this school developed a multicultural program using classical literature, visual and performing arts, history, and community resources. The program was implemented using the Paideia

DOCUMENT RESUME

ED 360 220

SO 023 145

Patrick, John J.

Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Curriculum Development; \*Educational Change; Educational Objectives; Educational Policy; Elementary School Curriculum; Elementary Secondary Education; \*Geography Instruction; \*History Instruction; Instructional Materials; Secondary School Curriculum; Social Studies; United States History

IDENTIFIERS- ERIC Digests; National Education Goals 1990

Recent state-level curriculum frameworks have emphasized geography and history as core subjects of the social studies sequence of courses, from kindergarten through the twelfth grade. This Digest presents a rationale for the connection between geography and history, presents ideas for developing this connection within the curriculum, and highlights exemplary instructional materials. It is contended that key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history, such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time, and how people have influenced and have been influenced by their environments in different periods of the past. Curriculum developers and teachers interested in connecting geography with history in the curriculum might begin with the five geographic themes: location, place, relationships within places, movement, and region. The Agency for Instructional Technology (AIT) has produced 10 video programs, "Geography in U.S. History," that connect the five geographic themes to key events in U.S. history. These 10 programs as well as other teaching tools are described in the Digest. A list of 17 references is included. (DB)

ED 360 221

SO 023 146

Patrick, John J.

Achievement of Goal Three of the Six National Education Goals. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 4p.; An update of ED 332 930.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Achievement; Citizenship Education; Core Curriculum; Educational Change; \*Educational Policy; Elementary Secondary Education; \*Student Educational Objectives

IDENTIFIERS- ERIC Digests; National Assessment of Educational Progress; \*National Education Goals 1990

## DOCUMENT RESUME

ED 360 239

SO 023 271

Sciences Humaines Assessment, Manitoba 1991. Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport finale: Programme d'immersion française.

PUB DATE- Mar 93

NOTE- 244p.; For the preliminary report, see ED 350 330.

LANGUAGE- English; French

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Evaluation; Educational Assessment; \*Educational Objectives; Foreign Countries; French; Geography Instruction; Grade 8; Grade 10; History Instruction; \*Immersion Programs; Questionnaires; \*School Effectiveness; Secondary Education; \*Social Studies; Teaching Methods

IDENTIFIERS- Canada; Francophone Education (Canada); French (Canadian); \*Manitoba; Manitoba Department of Education

This document is the second of two reports of the findings of the 1991 "Sciences...humaines" Assessment for grades 8 and 10 conducted in Franco-Manitoban schools and in French immersion programs in Manitoba, Canada. The report on the French immersion course is presented in parallel French and English versions, and a separate report, in French only, is provided for the Franco-Manitoba schools assessment, which differs from the other assessment only in its statistical data. It contains a description of the study along with conclusions and recommendations. The assessment consisted of student tests and a teacher survey. The student tests measured knowledge skills, thinking and research skills, attitudes and values, and social participation, with subtests measuring these skills and knowledge of different historical periods. The teacher questionnaire reveals that teachers like the general history course for grade eight, find it appropriate for the grade level, but agree that the program is overloaded. Preferred teaching methods are discussion and presentation. Assessment is by classroom test. The teachers indicated a need for more and better didactic material and professional development opportunities. Recommendations include revision of the grade 8 curriculum and the updating of the Canadian geography bibliography in grade 10. The report suggests that greater emphasis be placed on developing higher order thinking skills and enabling students to form opinions. Provincial inservice sessions on the philosophy of the curriculum, its content, cooperative learning strategies, didactic material, evaluation and integration of subject matter should be provided for teachers. Alternative methods of instruction should be encouraged. Networking should be used for sharing of information, classroom observation, and shared planning activities. Teacher skills and library resources should be increased for social studies. (DK)

ED 360 240

SO 023 274

Miller, Barbara; Parisi, Lynn  
Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 92

NOTE- 250p.; Project name: "The Ideas and Ideals of the Bill of Rights Around the World".

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

additional characteristics of language minority and LEP children, including time in United States, refugee status, receiving supplemental instruction or not, retained in same grade in 1990, referred and/or placed in special education, dropped out, enrolled in vocational education, enrolled in Chapter 1 programs (Elementary Secondary Education Act); support services for LEP children beyond the regular classroom, including bilingual education, English-as-a-Second-Language (ESL) instruction, ESL in lieu of English language arts, ESL pullout, ESL tutoring, ESL after school, summer school ESL, adult education ESL, and sheltered English); methods of identifying LEP children; local public and private costs of LEP children's support services, by service; native languages spoken; trends in bilingual and language minority enrollments since 1985-86; districts with high concentrations of language minority enrollment; enrollment patterns in districts with low-incidence language minority enrollment; patterns in Title VII funded projects; and language minority performance on the Maine Educational Assessment, 1988-92. (MSE)

ED 359 796

FL 021 342

H.R. 1685, Defense Language Institute Foreign Language Center.  
Hearing before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992).

PUB DATE- 93

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Armed Forces; \*Federal Legislation; \*Federal Programs; Language Teachers; \*Personnel Management; Personnel Policy; Policy Formation; \*Second Language Programs

IDENTIFIERS- \*Civilian Personnel; \*Defense Language Institute

The text of a bill to provide a statutory charter for the Defense Language Institute Foreign Language Center and to establish a personnel system for civilian faculty, and the text of hearings on that legislation, are presented. The statements of the following individuals are included: Nicholas Mavroules, chairman of the Investigations Subcommittee of the House Committee on Armed Services; George Darden, representative from Georgia; Leon E. Panetta, representative from California; Ray Clifford, provost of the Defense Language Institute (California); Alfie Khalil, president of Local 1263 of the National Federation of Federal Employees; Christopher Jehn, Department of Defense; and William D. Clark, Department of the Army. (MSE)

ED 359 797

FL 021 344

Towell, Janet; Wink, Joan  
Strategies for Monolingual Teachers in Multilingual Classrooms.  
PUB DATE- Jun 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Communication; Classroom Techniques;

\*Cultural Pluralism; Dramatics; Elementary Secondary Education; English (Second Language); \*Intercultural Communication; \*Limited English Speaking; \*Monolingualism; Multilingualism;



academic achievement of students enrolled in the Title VII instructional program. The study objectives were intended to provide descriptive information on all pertinent aspects of the programs including: instructional methods, cycles, and schedules; program structure and organization; project staff; family participation; curriculum development and materials utilization; recruitment and retention strategies; participant characteristics and program benefits as reported by staff and participants. This study describes the FEL projects developed to meet the new federal policy of helping adults acquire English literacy skills through the family unit. Project data were collected by developing and administering a questionnaire to project directors either through a direct field test, by mail, or through site visits. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 359 816

FL 800 578

Roberts, Marie; Walton, Teresa

Vocational English as a Second Language and Office Skills.

Curriculum Guide.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 93

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Literacy; Clerical Occupations; \*Job Skills;

\*Limited English Speaking; \*Office Occupations Education;

Vocational Education; \*Vocational English (Second Language)

IDENTIFIERS- \*Workplace Literacy

A 16-week, 600-hour Office Skills Training curriculum for limited English proficient (LEP) adults is presented. The course is divided equally between the vocational training component and the language component. It is recommended that students have an intermediate level of English language proficiency, but no experience in typing or filing is required. The curriculum provides a competency-based approach that identifies minimum performance criteria needed to function in a given situation. Lists of vocational competencies and language competencies are included in this text. An English-speaking aide is recommended for both the vocational and vocational English-as-a-Second-Language (VESL) component. The office skills component focuses on the following four units: keyboarding, filing, using calculators, and using a copier and facsimile machine. The VESL component includes such topics as: introductions and greetings, asking and answering questions, grammar, pronunciation, telephone skills, and safety in the workplace. A resource bibliography for both VESL and office skills is included. Appended are a vocabulary list for office skills, and keyboarding, filing, calculator, and communications handouts. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 817

FL 800 582

Smith, Glenys

Using Computers with Bilingual Students.

PUB DATE- 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080)

Washington (Seattle); \*Workplace Literacy

Developed to assist employers in implementing a company-sponsored, on-site workplace literacy program for their employees, this guide is the result of experiences gained by the Seattle-King County, Washington, Private Industry Council, its partner agencies, and participating local employers. The guide contains sections on the following stages in program formation: needs assessment for getting started (including a workplace literacy needs assessment survey form); defining workplace literacy; necessary time and resource commitments; marketing workplace literacy within a company; assessment of worker needs (including forms); analysis of basic workplace literacy and language skill requirements and curriculum development; forming a class; developing effective instructional strategies; program evaluation; and addressing workforce diversity and cross-cultural issues. Curriculum samples are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 836

FL 800 653

Breckenridge, Lisa, Comp.; And Others

Family Mental Health and Education at the Refugee Women's

Alliance: A Working Bibliography of Resources. Part of the

Multi-Ethnic Family Intervention Project.

PUB DATE- Apr 92

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Community Programs;

Employment Programs; \*Family Programs; Family Violence;

\*Females; Health Needs; \*Mental Health; \*Refugees

IDENTIFIERS- Family English Literacy; Washington (Seattle)

The Refugee Women's Alliance (ReWA) is a nonprofit, mutual assistance association located in Seattle, Washington, with the mission of helping refugee women achieve self-sufficiency in the United States. This partially annotated bibliography contains 117 items dated primarily from 1983 to 1991. Most entries are drawn from the resources used by the staff, board and volunteers at ReWA. The bibliography focuses on practical and accessible resources that complement many standard comprehensive bibliographies on refugee services and theory. The bibliography contains eight sections, of which the first six include resources that are helpful in designing, setting up, and evaluating mental health, family literacy, domestic violence, health care, and employment programs. The last two sections include resources that provide background information on the refugee peoples served by ReWA and the theoretical and policy contexts within which academic research on refugee peoples is placed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 837

FL 800 654

Jordan, Jane

Helping ESOL Students to Improve Their Pronunciation.

PUB DATE- 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Journal Articles (080)

background for a study design workshop held in November 1991, 45 reviews of the papers, and the proceedings of the study design workshop, "National Assessment of College Student Learning: Issues and Concerns." Chapter 1 addresses what it means to undertake a national assessment of college student learning and raises issues inherent in such a national assessment. Chapter 2 considers what specific skills should be assessed (critical thinking skills, assessment in the workplace, assessment in the colleges--basic skills and general intellectual skills, literacy and writing assessments, and necessary research). Chapter 3 raises six standards and other measurement issues: (1) relationship of standards to the task of defining a national assessment of college student learning; (2) historical context for standards; (3) relationship of standards of National Assessment of College Student Learning to the overall charge of Goal 5; (4) the testing of subject-specific content domains; (5) reasonableness of a single set of standards; (6) and the debate over portfolio assessment and its relationship to standards and values issues. (Contains over 450 footnotes.) (GLR)

ED 359 857

HE 026 544

Grimes, Larry E.

Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 89

NOTE- 252p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Abstract Reasoning; Cognitive Development; \*College Faculty; College Students; Higher Education; Interdisciplinary Approach; Learning Strategies; Private Colleges; \*Program Descriptions; Program Evaluation; Staff Development; Thinking Skills; \*Undergraduate Study

IDENTIFIERS- Bethany College WV; \*East Central College Consortium; Heidelberg College OH; Hiram College OH; Marietta College OH; Mount Union College OH; Muskingum College OH; Otterbein College OH; \*Thinking Across the Curriculum; Westminster College PA

Between 1985 and 1988 eight colleges implemented a "Thinking Across the Curriculum" program and a procedure for assessing the impact of the program on the cognitive development and thinking skills of students. One hundred and twenty faculty members participated in the project and approximately 1,800 students studied in courses developed as part of the program. The project's two goals were to help faculty improve and enhance their ability to teach thinking in traditional content based courses already part of the school curricula and to enable students to improve and enhance their thinking and reasoning skills by concentrating on the thought processes required of them in a variety of courses. Central program components were faculty development in student cognitive development, teaching and learning styles, and strategies for teaching thought in specific disciplines. A study of the program's impact included looking at student and faculty perceptions in a random selection of 26 courses and 506 students. The results suggested that courses with class sizes as large as 30 to 40 can be effectively revised to encourage vigorous thinking. Results also suggested that all fields of study can use a cross-curriculum program in teaching thinking.

tracked faculty (N=185). Questionnaires were returned by 100 faculty in the second cohort, and by 19 of 23 faculty in the first cohort; 20 of the first cohort faculty were also interviewed. Findings showed that from optimistic and enthusiastic beginnings, work stress increased and job satisfaction deteriorated over time. Budget restrictions and less resource availability were seen as being detrimental to career development. New faculty desired more assistance than they received in adjusting to their new setting and in establishing themselves as researchers and teachers, a condition particularly strong in female faculty. Finally, 82 percent of faculty, after their first year, indicated a likelihood of seeking jobs with other universities within the next year. These results suggest a greater need to provide social, intellectual, and physical support in attracting, developing, and retaining new and junior faculty, and recommendations for this are provided. Contains 10 references and 10 tables. (GLR)

ED 359 876

HE 026 573

Kaczynski, Daniel J.

Condoning Drug Education Programs at Colleges and Universities.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 15 Apr 93

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Colleges; Community Colleges; \*Consortia; \*Cooperative Planning; \*Drug Education; Higher Education; \*Organizational Effectiveness; Policy Formation; Postsecondary Education; \*Prevention; Program Improvement; Summative Evaluation; Universities

IDENTIFIERS- \*Alabama; \*Florida

This report presents the evaluation results gathered from a 2-year study of a drug prevention program involving a consortia of nine colleges and universities located in Alabama and Florida. The consortia effort was intended to: (1) strengthen their respective drug prevention activities; (2) develop policies governing alcohol and drugs; (3) implement institution-wide drug education and prevention programs; and (4) establish a network of prevention specialists on each campus with plans for continuity. Although many of the goals were achieved, formal institutionalization of the consortia remains doubtful, and cessation of federal funding has caused organizational leadership to become questionable. Several of the consortia institutions have demonstrated significant staff reassignments and turnover during the grant period. While a support network of contacts has been provided to the consortia members, the lack of consistent support and commitment makes it unlikely that staff will be able to firmly establish strong consortia leadership. (GLR)

ED 359 877

HE 026 574

Tuckman, Bruce W.

Motivational Components of College Students' Performance and Productivity.

PUB DATE- Apr 93

projected that UMES students in 1990 spent over \$7 million on goods and services unrelated to educational expenses. The 1990 after-tax purchasing power of all Princess Anne residents was approximately \$10.3 million. Thus student purchasing power appears to nearly double the potential market for goods and services in Princess Anne. However, the bulk of the estimated \$4 million spent on recreation, clothing, and automobiles is not spent in Princess Anne. Less than one-third of the estimated \$600,000 off-campus student housing market is captured by Princess Anne. UMES impacts only slightly on municipal finances with no direct effect on municipal revenues or expenses though it employs an estimated one-fifth of the town's labor force. Results suggest that the economic health of Princess Anne is closely associated with UMES operations and that the town's master plan should incorporate a vision of itself as a university town and articulate a detailed response to the local effects of campus operations. Appendixes list town businesses with telephone numbers, provide projected enrollment figures, and list 19 references. (JB)

ED 359 895

HE 026 593

Tresolini, Carol P.; Shugars, Daniel A.  
Expanding the Biomedical Model: Interviews with Medical Educators.  
PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April, 1993).

Funding also received from the Fetzer Institute.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; \*Curriculum Design; Educational Philosophy; Higher Education; Interviews; \*Medical Education; \*Medical Schools; \*Models; Nontraditional Education; Teacher Attitudes

IDENTIFIERS- \*Biomedical Model; \*Psychosocial Factors

A study was done to broaden the understanding of how medical school programs can integrate the biomedical and psychosocial domains and to gather information for curriculum and program development and evaluation. The study used an exploratory, qualitative research approach and collected data through interviews with 22 expert medical faculty and administrators and through document reviews. The respondents described an integrated model that is broad in scope and that incorporates both a wider scientific theory and a more inclusive approach to medical practice than is offered by the current biomedical model. The integrated model embraces characteristics of a classic biopsychosocial model in its focus on the individual patient and the systems in which the patient is embedded and it also looks beyond to embrace a broader agenda for the community or population level. Findings also suggest that for a medical school to help students learn an integrated approach the curriculum should be patient-centered, integrated, developmental, and population-based. Ideal curricula would reflect all four characteristics throughout the curriculum resulting in programs that are in concert with principles of adult education and with the emerging health care needs of the population. Such curricula could be organized around the problems of practice and would support the creation of reflective practicums. (Contains 28 references.) (JB)

ED 359 896

HE 026 594

trust is examined in the context of student teacher/peer relationships in which the teacher communicates warmth and trust to the student, and the students receive strength from the teacher and each other. The art of transparency in the classroom relates to students feeling positive about having their doubts, ideas, opinions, and questions scrutinized by others. Finally, the passion for learning encompasses the classroom's willingness to engage in critical classroom discussions. Contains 15 references. (GLR)

ED 359 915

HE 026 614

Holland, Jearold W.

Relationships Between African American Doctoral Students and Their Major Advisors.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Academic Advising; \*Black Students; Career Counseling; Doctoral Degrees; \*Faculty Advisers; Graduate Students; \*Graduate Study; Higher Education; Mentors; \*Student Attitudes; Student Motivation; \*Teacher Guidance; Teacher Influence; \*Teacher Student Relationship

IDENTIFIERS- African Americans

This paper examines, via an exploratory approach, the factors in doctoral programs that may potentially guide, motivate, and influence African American doctoral students to pursue careers in higher education. Interviews with 42 participants, 23 current students and 19 former doctorate recipients, were conducted, placing emphasis on interviewing more respondents from the education field, the field of study of the majority of African Americans. Five types of relationships that African American doctoral students have with their major advisors were identified: (1) formal academic advisement; (2) academic guidance; (3) quasi-apprenticeship; (4) academic mentoring; and (5) career mentoring. These relationships were found to differ with respect to the character of involvement between major advisors and these doctoral students. The findings of the study indicated that African American doctoral students have a variety of relationships and involvements with their major faculty advisors. Of these relationships, the student-advisor relationship was identified by respondents as being the most nonsatisfying of the various involvements. Of the five relationships studied, quasi-apprenticeship, academic mentoring, and career mentoring had the most significant impact on African American doctoral students seeking careers in higher education. Contains 15 references. (GLR)

ED 359 916

IR 015 472

Hahn, H. A.; And Others

Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing.

SPONS. AGENCY- Army Research Inst., Boise, ID.

PUB DATE- Nov 89

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

and Analytical Nomenclature Used in the Appraisal of A/V Media Assets" defines terms commonly used in the financial appraisal of audiovisual media, including a variety of aural and visual recorded properties, with their related rights and materials; (3) "Reference Citations Used in A/V Media Appraisal" is a bibliography of 216 sources relating to appraisal; (4) "Media Appraisal Consultants MAC Selected A/V Appraisal Matters: Case Summary Report--Confidential" lists some of the types of appraisals that have been done, demonstrating the value of appraisal in setting the value of donation and sales, and property involved in litigation. (SLD)

ED 359 935

IR 016 155

Richards, William R.

An Application of Digitized Speech in Hypermedia.

PUB DATE- 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- \*Audio Equipment; Audiovisual Communications; \*College Students; Computer Assisted Instruction; Computer Simulation; Computer Software; \*Computer Software Development; Formative Evaluation; Higher Education; \*Hypermedia; \*Interactive Video; \*Speech

IDENTIFIERS- Digital Data

Hypermedia applications have presented information through a variety of visual media, but the aural channel for information delivery has not been well developed. To reduce the likelihood of overloading the visual channel of communication in a program that presents a great deal of information through graphic illustration and animation, the hypermedia program "Field Kit Workshop" (FKW) uses speech as the primary means of delivering verbal information. FKW is an interactive simulation that introduces students to operating features of professional video production equipment. A formative evaluation was conducted with 13 volunteer students of video or audio production to explore user response to speech as used in FKW, and to help guide implementation of speech in the program's final design. Results suggest that speech was accepted by users within a program that is well-designed overall, and in which the design takes into account the special strengths and weaknesses of speech as a medium for delivery. Sixteen figures illustrate the discussion, and an appendix presents an excerpt of a program script for FKW. (Contains 8 references.) (SLD)

ED 359 936

IR 016 156

Benson, Gregory M., Jr.

Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.

PUB DATE- Jun 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Cable Television; \*Computer Assisted Instruction; \*Distance Education; Educational

professional staff by salary and position and by sex and position; the type of institution; and size of professional staff. Tables are organized in five categories: ARL non-university libraries, ARL university libraries, Canadian ARL university libraries, ARL university medical libraries, and ARL university law libraries. An overall summary of the distribution of university librarians and non-university librarians by salary level is also provided, as well as copies of the questionnaires and instructions for the two groups of librarians. (KRN)

ED 359 956

IR 054 461

Bowden, Virginia M.; And Others  
Medical Information Availability and Usage in South Texas. Final Report.

SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.

PUB DATE- 31 Aug 91

NOTE- 154p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Databases; Evaluation Methods; Financial Support; Health Personnel; Information Dissemination; Library Networks; \*Library Services; \*Medical Libraries; Needs Assessment; Online Searching; \*Online Systems; \*Outreach Programs; \*Physicians; Program Evaluation; Rural Areas; Urban Areas; Users (Information); Use Studies

IDENTIFIERS- Medical Information Systems; MEDLINE; Texas (South)

This project examined the impact of the University of Texas Health Science Center's Circuit Library Health Information Network (CLHIN) on availability and usage of medical information to health professionals and the effect of the promotion of online services, GRATEFUL MED and MEDLINE (flat rate). The project included a survey of physicians, analysis of use statistics of CLHIN services, and analysis of flat-rate password purchasers and use. Findings showed that differences in user profiles did not affect information usage; differences in information use between physicians in urban and rural areas are related to the use of MEDLINE and libraries; physicians did not search MEDLINE by themselves; the program has succeeded in providing information to an underserved area; CLHIN's impact in developing GRATEFUL MED users is not measurable; the generalizability of the CLHIN model of circuit librarianship is unclear; an effective circuit librarian and institutional liaison are critical to success; the project was successful in introducing users to online services; perceived value for price and convenience motivated purchase of the flat-rate password; the median reasonable flat-rate charge recommended by participants was \$150; use of the flat-rate password varied by professional training and academic affiliation. Also included are 37 statistical tables, a report on medical information and availability, physician information needs surveys, a description of promotional and training activities, and a survey of flat-rate MEDLINE password holders. (Contains 39 references.) (KRN)

ED 359 957

IR 054 462

Phillips, Judith  
Social Issues in Australian Children's Literature.



preservation of film materials pursuant to proposed amendments to federal legislation regarding copyrights included in House Bill 2372. Fair use provisions spell out some exceptions to statutorily defined rights of copyright holders. It is sometimes in the public interest to provide limited free use of protected materials, and the fair use of unpublished material has been of interest in recent court decisions. Whether legislation is needed to further define fair use is the subject of the first days of hearings. Also considered in this series of hearings are questions relating to amendments of copyright renewal conditions and terms, and the reauthorization of the National Film Registry of the Library of Congress. Proposed legislation would advance the goals of the 1988 legislation establishing the registry. Testimony from 23 witnesses was received in relation to these issues; and letters, statements, and the prepared testimony of the witnesses are included. Twenty-five appendixes provide supplemental information. The text of the bill precedes the hearing transcripts. (SLD)

ED 359 976

IR 054 607

Ginnane, Mary, Comp.; And Others

Directory and Statistics of Oregon Libraries, 1992.

PUB DATE- Mar 93

NOTE- 295p.; For the 1991 directory, see ED 344 602.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Libraries; Comparative Analysis; Data Collection; \*Depository Libraries; Interlibrary Loans; Library Collections; Library Expenditures; Library Personnel; Library Services; \*Library Statistics; Library Surveys; \*Public Libraries; Questionnaires; \*Special Libraries; \*State Libraries; State Surveys; Tables (Data)

IDENTIFIERS- \*Oregon; Oregon State Library

Information is provided on 217 public libraries, 65 academic libraries, and 164 special libraries in Oregon, as well as the Oregon State Library. Information is compiled from questionnaires completed by each library and other directory information sources. Data elements are based on those used in the Federal State Cooperative System for Public Library Data, a national system designed to insure comparability of data between the states. Information is provided on collections and services, income and expenditures, staffing, and interlibrary loans. The section on the Oregon State Library includes information on state and federal depository libraries. Twenty-one tables present statistics about Oregon libraries, and 13 figures illustrate the state system. (SLD)

ED 359 977

IR 054 608

Roeber, Jane A., Ed.

"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273.

PUB DATE- Jan 93

NOTE- 268p.; Title page varies.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Childrens Libraries; Elementary Secondary

Research Report.  
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.

PUB DATE- 93

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Achievement; Academic Persistence; Classroom Techniques; College Outcomes Assessment; Community Colleges; Comparative Analysis; Educational Research; \*Feedback; Models; \*Outcomes of Treatment; Participant Satisfaction; Student Attitudes; Student Evaluation of Teacher Performance; \*Student Reaction; Teacher Attitudes; Teacher Response; Two Year Colleges; \*Two Year College Students  
IDENTIFIERS- \*California Community Colleges; \*Cross Angelo Classroom Assessment Model

In 1992, eight two-year colleges in Northern California were chosen to participate in a quantitative study of the relationship between student outcomes and the use of instructional methods recommended in the Cross/Angelo Classroom Assessment Model. The model supports the modification of instruction based on frequent, quick, and anonymous written feedback from students about their understanding of course content and their reactions to instruction. The study compared retention, grade distribution, and classroom environment data for classes in which Classroom Assessment techniques were used and those in which they were not employed. Outcomes comparisons were also made by gender and ethnicity. A first research design compared student retention for the same instructor before and after the instructor received training in and implemented Classroom Assessment techniques. In a second design, trained instructors either utilized or withheld Classroom Assessment techniques with different sections of the same course. Pilot studies were first conducted in summer 1992, with larger studies conducted in fall 1992 and spring 1993. Study findings included the following: (1) retention rates for women in Classroom Assessment classes were higher than in control classes, though retention did not change for men; (2) grade point averages in Classroom Assessment classes were not significantly higher than in control classes, though there were a higher percentage of "A's" among Classroom Assessment students; and (3) minority students felt more positive about the classroom environment in Classroom Assessment classes than in control classes. A literature review; results of student and instructor surveys; recommendations; study letters and survey instruments; and a 52-item bibliography are included. (PAA)

ED 359 996

JC 930 344

Hawk, Thomas R.; Grosset, Jane  
A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.

PUB DATE- May 93

NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Choice; Community Colleges; Data Analysis;

Jacksonville (FCCJ) placed on academic warning, probation, or suspension, the seven sections of this booklet provide a self-directed approach for identifying some of the factors contributing to students' academic difficulties, and describe resources available to students at the college. The first section reviews FCCJ's Standards for Student Success, describing the college's minimum expectations of reasonable academic progress for credit and non-credit students; the conditions warranting academic warning, probation, suspension, and reinstatement; and suggested activities for returning to satisfactory academic standing. The next section presents a self-evaluation exercise for identifying personal and social strengths and liabilities related to academic success, while the following section provides an academic check-up for students to assess their goals and motivation; academic skills; time management; memory; note-taking; and test-taking. This section also lists print and computer resources to address each of these areas. A description of academic services follows, including FCCJ's counseling and advising services, learning assistance centers, enrollment services, and other specialized services. Next, a list of key factors covered during an appointment with an academic counselor or advisor are presented. The next-to-last section describes 18 common sense things students can do to increase their chances of success (e.g., developing a clear goal, registering early, talking to instructors), and the last section, called "Taking Action" presents a worksheet for students asking them (1) to identify three of the most important things they can do to pave the way for a positive change in their academic progress; and (2) to sign a pledge of commitment to those objectives. (PAA)

ED 360 012

JC 930 360

Harr, Gary Lynn

ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91.

PUB DATE- 90

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Academic Achievement; Academic Advising; \*Academic Persistence; Ancillary School Services; College Faculty; Community Colleges; \*Computer Oriented Programs; Faculty Handbooks; Feedback; Program Descriptions; School Holding Power; Student Educational Objectives; Teacher Role; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Academic Alert System; \*Florida Community College at Jacksonville

Florida Community College at Jacksonville's (FCCJ's) "A Learning Enhancement and Retention Tracking" (ALERT) system is a computerized retention program which collects and utilizes a range of retention-related information to help students achieve their goals. Upon application for admission, students complete an ALERT Advising and Retention Information (ARI) sheet, which collects data on goals, employment plans, enrollment intent, and learning preferences. ARI data is used with the student record and test scores to generate an ALERT orientation profile that counselors can use to advise students on course selection and recommend intervention activities. Faculty are provided with a student profile for each course, listing enrollees,

School Surveys; \*Student Attitudes; Student Behavior; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- \*Charles County Community College MD

In spring 1993, Charles County Community College (CCCC) in Maryland conducted a telephone survey of students who had been enrolled at the college the previous fall but did not return for the spring semester. A total of 1,655 students were identified as non-returning by the third week of classes in spring 1993, representing 29% of the fall 1992 student population. Of these students, half were randomly selected to be surveyed. Study findings, based on 283 usable responses, included the following: (1) 31.3% of the respondents cited "job demands" as a major reason for not returning, while 19.8% cited "insufficient time," and 14.1% indicated that they had "achieved educational goal"; (2) 9% of the respondents indicated that the college could have helped them to return to college; (3) 58% of the respondents indicated plans to return to CCCC; and (4) extrapolations of survey results suggested that CCCC could possibly have influenced 358 non-returning students to enroll in spring 1993. For comparative purposes, an survey was conducted of all 118 recent high school graduates enrolled at CCCC in fall 1992 who did not return in spring 1993. Among the 111 respondents, 47% cited "job demands" as a major reasons for not returning to CCCC, while 26% stated they had "transferred," and 24% reported having "moved from area." In addition, 10% reported that the college could have helped them return in spring 1993, and 32% cited plans to return to CCCC. Comparisons with results of the spring 1992 non-returning student survey; copies of the survey instruments; data tables; and respondents' narrative comments are included. (PAA)

ED 360 029

JC 930 382

Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education.

PUB DATE- Jul 93

NOTE- 15p.; Paper presented at "Leadership 2000," the Annual Conference of the League for Innovation in the Community College and the Department of Educational Administration at the University of Texas (5th, Washington, DC, July 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; Academic Persistence; \*Black Achievement; Black Leadership; \*Black Students; Church Programs; \*Church Role; Community Colleges; \*Cooperative Programs; Enrollment; Enrollment Trends; Equal Education; Minority Groups; Program Descriptions; \*School Community Relationship; School Holding Power; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Alliance for Excellence VA

In an effort to increase opportunities for minorities in higher education in the face of rising costs and decreasing funding, the Alliance for Excellence (AFE) was formed in 1986 in Roanoke, Virginia as a partnership between black churches and community colleges. The partnership seeks to combine the local resources of the colleges with the community-based leadership of black congregations to increase the enrollment of black students at area community colleges to reflect the percentage of the black population in each college area. Moreover, AFE focuses on increasing retention, graduation, and transfer rates

Behavior; \*Infants; Naturalistic Observation; Pain  
IDENTIFIERS- Emotional Distress; Emotions; \*Emotion Theory;  
\*Negative Affect; Sadness; Surprise

To make the point that infant emotions are more dynamic than suggested by Differential Emotions Theory, which maintains that infants show the same prototypical facial expressions for emotions as adults do, this paper explores two questions: (1) when infants experience an emotion, do they always show the corresponding prototypical facial expression?; and (2) do the facial configurations of the AFFEX coding system (described by Izard, Dougherty, and Hembree) for anger, sadness, and pain really express discrete emotions? To support the argument, the results of laboratory studies and naturalistic observations are cited. Several studies of babies' facial expressions have shown that babies do not always produce expressions of fear or surprise in situations that normally induce those emotions. The lack of situational specificity (the expression of an emotion in a situation in which the emotion is assumed to be present, and the lack of its expression in other situations) for anger, sadness, and pain found by some studies suggests that the expressions may reflect a general form of negative affect. Studies that involved observer judgments of infant facial expressions found that judgments were less accurate than expected. The report concludes that the AFFEX configurations are probably not expressions of discrete anger, sadness, and pain, and offers three possible explanations of the relationship between infants' emotion and expression: (1) infants have discrete emotions of pain, anger, and sadness and emotion-specific facial expressions, although researchers have not yet discovered what those expressions are; (2) infants show the same expressions for anger, sadness, and pain; and (3) infants do not have discrete negative emotions, but do have a less differentiated state of distress. (TJQ)

ED 360 047

PS 021 486

DeBord, Karen B.; Reguero de Atilas, Julia T.  
Teacher Perception of Mixed-Age Groupings of Children.

PUB DATE- 91

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Check Lists; Class Organization; \*Classroom Environment; \*Day Care; Elementary Education; \*Heterogeneous Grouping; \*Multigraded Classes; Preadolescents; Preschool Education; School Age Day Care; \*Teacher Attitudes; \*Teaching Experience; Young Children

IDENTIFIERS- \*Mixed Age Groups; Teacher Surveys; Virginia

This study examined the perceptions of teachers experienced in working with mixed-age groups in child care settings for children from birth through age 12. A mixed-age group was defined as one with children having at least a two-year range in age. Questionnaires were mailed to 92 licensed family child care and school-age child care providers in Virginia, with a 27 percent response rate. Teachers responded to open-ended questions regarding the benefits and disadvantages of working with mixed-age groups. Results showed that providers agreed that both older and younger children more readily learn sharing, new skills, and new roles. Older children learn patience, nurturing, family roles, and leadership; younger children more rapidly learn sharing, new skills, and language. Providers perceived very few adverse affects to managing a mixed-age group of children. The primary concern was with

with the political, economic, and social policies of Australian society. Antagonists and protagonists of child care have put forth arguments against and for child care, respectively, over the past two decades. Supporters of child care have variously viewed child care as a needs-based welfare service, as an integral part of a systemic approach to family support, and as a children's service. The government has attempted to support child care by providing fee relief subsidies to users of commercial child care. As a result, users of commercial child care are entitled to more fee relief than users of community-based centers, and fees have increased in the private sector. Attempts have been made to address issues of award restructuring, accreditation of services and personnel, and work-related child care. Policies that have involved recognition of prior learning and reorganization of existing courses into modules have sought to address problems in the training of child care workers. A further important but complicating factor in attempts to improve the education of child care workers is the need to rationalize the two opposing viewpoints of child care as a profession and as an industry. Contains 26 references. (MM)

ED 360 067

PS 021 553

Clyde, Margaret; Ebbeck, Marjory  
The Neophyte Early Childhood Teacher.

PUB DATE- 90

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Beginning Teachers; \*Child Caregivers; Day Care; \*Early Childhood Education; Elementary School Teachers; Foreign Countries; \*Job Satisfaction; Preschool Teachers; Questionnaires; Teacher Administrator Relationship; \*Teacher Attitudes

IDENTIFIERS- Australia; \*Caregiver Attitudes; \*Teacher Problems; Teacher Surveys

This study examined the needs of beginning early childhood teachers in their first year of work in primary schools, kindergartens, or child care centers in Australia. The study surveyed teachers in 1988, 1989, and 1990; this paper discusses the results from the 1990 survey. Subjects were 31 teachers who responded to a questionnaire that concerned their perceptions of professional life. Teachers were also administered Fuller's Teacher Concerns Survey, which consists of an open-ended question about teachers' professional concerns. The questionnaire yielded responses which indicated that beginning teachers had a positive attitude toward their jobs, the children they taught, and their colleagues. Responses to the Teacher Concerns Survey indicated that the majority of respondents wanted to do their best, but above all, to survive in their jobs. (MM)

ED 360 068

PS 021 554

Clyde, Margaret  
The Transition from Child Care to School.

PUB DATE- Jan 91

NOTE- 12p.; Paper presented at the First Years of School Conference (Auckland, New Zealand, January 15-18, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

University students enrolled in a teacher's aide seminar were trained as volunteer tutors. Training focused on gross and fine motor skills, social skills, language development, and cognitive development. In addition, parents were trained in the use of materials and techniques to improve their children's social, physical, cognitive, and language skills, and were provided with relevant instructional materials for home use. For the project's first year, pre- and posttests were administered to tutors, parents, and children to measure changes in attitudes and skills. Tutors' responses revealed an increased understanding of the children and satisfaction with their own tutoring abilities, while parents reported improved skills in their children, including increased politeness, and increased willingness to take turns and to exert effort. Finally, test data for 55 of the 104 Head Start children who began the project indicated gains in all skill areas, with the highest gains registered in fine motor and self-help skills. By the end of 1993 the program is expected to involve over 20 college students and provide tutoring for over 200 four-year-old children. (BCY)

ED 360 086

PS 021 612

Transportation for School-Age Child Care: Current Status in Westchester County.

PUB DATE- 91

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; \*Board of Education Policy;

Child Caregivers; Community Surveys; Economic Impact;

\*Educational Legislation; Elementary Education; Elementary

School Students; \*Needs Assessment; Policy Formation; Program

Costs; \*School Age Day Care; School District Autonomy; State

Legislation; \*Student Transportation

IDENTIFIERS- \*New York (Westchester County)

Based on countywide interviews with transportation and child care personnel in Westchester County, New York, this report describes current practices, legislation, and issues related to the transportation of elementary school children to and from child care providers. Following a brief introduction, the report discusses various regulated and nonregulated child care options in the county and summarizes the provisions of the 1990 state transportation bill that made child care transportation optional for each district. The report goes on to review current practices in the 40 county school districts, indicating that, as of November, 1990: (1) 46% of the districts transported students to both regulated and nonregulated arrangements districtwide; (2) 12.5% transported children to both types of arrangements within school attendance zones, but only to state regulated programs districtwide; (3) 7.5% were developing transportation policies; (4) 20% had transportation systems in place for schools, but did not transport children to child care programs; and (5) 12.5% had no transportation at the elementary school level. Issues influencing district policies, including transportation costs, the size and density of the district, existing practices of busing children districtwide or via neighborhoods, and the availability of child care programs are discussed next. Finally, the report presents recommendations to establish consistent policies, enact minimum participation requirements, extend time limits, and reduce district mileage limits. District maps are included. (BCY)

PUB DATE- Apr 93

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071), Opinions/Personal  
Viewpoints/Position Papers/Essays (120), Reference Materials -  
Bibliographies (131)

DESCRIPTORS- Attitudes; Cognitive Processes; \*Definitions; \*Early  
Childhood Education; \*Educational Practices; Elementary School  
Students; \*Personality Traits; Praise; Preschool Children;  
Skill Development; \*Student Motivation

IDENTIFIERS- Educational Issues; ERIC Trends Issues Papers; Habits

This monograph consists of a paper that examines the construct "disposition," and explores its relevance to curriculum and teaching practices in early childhood education, and a selected ERIC bibliography relating to this subject. The paper is organized in two parts. Part 1 provides a definition of disposition and definitions of the related terms "inclination," "cognitive style," and "learning style." The definition of disposition can be clarified by comparing the construct of disposition to other personal characteristics, namely: (1) traits, which are sometimes not distinguished from dispositions; (2) thought processes; (3) skills, which may exist without the disposition to use them; (4) attitudes, which are enduring organizations of beliefs; (5) habits, which are actions that are not the consequence of reflection; (6) the work inhibition of children who do not do work required of them despite their capability to do so; and (7) motives, which are considered to be more general than dispositions. Part 2 suggests seven reasons why the development of desirable dispositions should be included among the goals of early childhood education. The most important of these reasons is that the acquisition of knowledge and skills alone does not guarantee that children will use the knowledge and skills. A list of 47 references is provided. The bibliography that follows consists of 13 documents and 38 journal articles on dispositions, motivation, and praise that were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 105

RC 018 603

Jacobs, Cecelia; Smiley-Marquez, Carolyn  
Bridging American Indian Culture and the New Science Paradigm.  
Science of Alcohol Curriculum for American Indians. Training  
Unit and Participant Booklet.

SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS),  
Washington, DC.; Fund for the Improvement of Postsecondary  
Education (ED), Washington, DC.; National Science Foundation,  
Washington, D.C.

PUB DATE- Jan 90

NOTE- 246p.; For other units in this curriculum, see RC 018 604-  
605. Transparencies duplicative of text pages have been removed  
from ERIC copy.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners)  
(051), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Alcohol Education; American Indian Culture;  
\*American Indian Education; American Indians; Educational



Bernal, Martha E., Ed.; Knight, George F., Ed.  
Ethnic Identity: Formation and Transmission among Hispanics and  
Other Minorities. SUNY Series, United States Hispanic Studies.

PUB DATE- 93

NOTE- 317p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Acculturation; Adolescents; \*Child Development;  
Children; \*Ethnicity; \*Family Influence; \*Hispanic Americans;  
Identification (Psychology); \*Mexican Americans; Minority  
Groups; Models; Self Concept; \*Socialization; Social Science  
Research; Theories

IDENTIFIERS- Chicanos

This book contains 14 research papers and reviews on the development of ethnic identity in childhood and adolescence and the transmission of ethnic identity within families and across family generations. The research focuses on Hispanic-Americans, particularly Mexican-Americans; some studies include Blacks, American Indians, Asian-Americans, and Whites (Anglos). Part I discusses the childhood development of ethnic identity in relation to the development of gender and racial identity, an instrument for the assessment of ethnic identity in Mexican-American children, the relationship of ethnic identity development to cognitive development, a model of adolescent ethnic identity development based on ego identity theory, and the relationship of adolescent ethnic identity and biculturalism to school environment. Part II examines the ethnic socialization of minority group children through parental teaching about ethnicity and culture; identification issues related to the census and other demographic research; and the effects of recency of parental immigration, parental ethnic identity, ethnic intermarriage, and family acculturation on children's ethnic identity. Part III presents a model of ethnic socialization in minority children based on social learning and cognitive development theories, and discusses psychoanalytic and Piagetian perspectives on ethnic identity development. Part IV explores possible adaptive ethnic-group responses to government policies that value or devalue cultural differences, and the effects of assimilationist public policy on social research design and results. This book contains author profiles and indexes by author and subject. (SV)

ED 360 122

RC 019 229

Henry, Kenneth J.; And Others  
Inputs, Processes, Outcomes: The Context for Achievement among  
Economically Disadvantaged Students in Appalachia.

PUB DATE- 16 Apr 93

NOTE- 76p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*Context Effect;  
\*Economically Disadvantaged; \*Family Influence; Junior High  
Schools; Junior High School Students; \*Middle Schools; Rural  
Education; Rural Schools; \*School Community Relationship;  
Socioeconomic Status; Student School Relationship

IDENTIFIERS- \*Appalachia; Kentucky; Middle School Students;

for migrant preschoolers and the training of its staff; (4) "Going Some Place? Career Ladders in Migrant Education," by Susan C. Morse, suggests ways to develop a career ladder for migrants in the field of education; and (5) "Cultural Fine Tuning: Tips for Home Visitors" (Susan C. Morse) offers suggestions for avoiding culture conflict when working with migrant families in their homes. The packet also lists resources for staff training. (KS)

ED 360 140

RC 019 260

Wyer, Doug; And Others

Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children.

PUB DATE- 92

NOTE- 14p.; Prepared by the Professional Growth Research and Teaching Group.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Cultural Isolation; \*Distance Education; \*Educationally Disadvantaged; \*Educational Needs; Elementary Secondary Education; Foreign Countries; Home Schooling; Migrant Children; \*Migrant Education; Research Problems; \*Student Mobility; Subcultures

IDENTIFIERS- Australia; \*Showmens Guild (Australasia)

Children of families in the Showmen's Guild of Australasia have traveled throughout Australia for generations as their families followed show circuits. Educational provision for these children has varied enormously in the past. In 1992, the Queensland Department of Education assigned three teachers at the School of Distance Education (Brisbane) to meet the needs of this group through use of existing distance education materials and newly developed, individualized strategies and materials. The program also supplied teachers in 18 schools attended by show children during show weeks. Interviews with parents and students sought to develop an understanding of practices and issues in the provision of education to this educationally disadvantaged group; to determine the degree of family satisfaction with present provisions; and to assess the potential of such programs for other groups of itinerant students. Data collected included children's mobility patterns, educational histories, achievement and ability levels, educational and occupational aspirations, factors affecting educational progress, perceived needs, and desired improvements to the current program. Findings reveal the social structure, expectations, and values of Showmen's Guild members and how these factors influence the provision of education to their children. Research problems related to sampling, interviewing techniques, and ethical considerations are discussed. (LP)

ED 360 141

RC 019 261

Roberts, Nina S., Comp.

A Guide to Women's Studies in the Outdoors: Review of Research with Annotated Bibliography.

PUB DATE- 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Adventure Education; Annotated Bibliographies; \*Camping; \*Females; Leadership; \*Outdoor Education; Physical Activities; Risk; Womens Athletics; \*Womens Studies

the science, citizen action, and research issues that are part of the acid rain problem. The guide is designed for students in grades 4-8 and their teachers. Following an introduction, the first seven sections are informative in nature. They include: (1) "Observations about Acidity"; (2) "Defining Acid Rain"; (3) "Effects of Acid Rain on Forests"; (4) "Effects of Acid Rain on Water"; (5) "Effects of Acid Rain on Human-Made Materials"; (6) "Effects of Acid Rain on People"; and (7) "What Can Be Done." The last two sections "Experiments" and "Activities," provide the students with hands-on experience of the instructional content. The nine experiments emphasize measuring and testing pH content in various substances and observing the impact of acid rain on plants and metals. The 11 activities which may be carried out by the class as a whole or by small groups, or by individuals, include field trips, role-playing exercises, individual research projects, and planning and discussing ideas for scientific projects. A bibliography of 13 readings and 11 audio-visuals is provided; a glossary of terms concludes the guide. (PR)

ED 360 160

SE 053 536

The Consumer's Handbook for Reducing Solid Waste.

PUB DATE- Aug 92

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Conservation (Environment); Elementary Secondary Education; \*Environmental Education; Pollution; \*Recycling; \*Science Education; \*Solid Wastes

IDENTIFIERS- \*Composting; \*Consumer Information; Consumers

This profusely illustrated and informally written booklet describes how people can help solve a growing problem--garbage. The following 12 tips are presented: (1) Reduce the amount of unnecessary packaging; (2) Adopt practices that reduce waste toxicity; (3) Consider reusable products; (4) Maintain and repair durable products; (5) Reuse bags, containers, and other items; (6) Borrow, rent, or share items used infrequently; (7) Sell or donate goods instead of throwing them out; (8) Choose recyclable products and containers and recycle them; (9) Select products made from recycled materials; (10) Compost yard trimmings and some food scraps; (11) Educate others on source reduction and recycling practices and make your preferences known to manufacturers, merchants, and community leaders; (12) Be creative--find new ways to reduce waste quantity and toxicity. Appendix A contains source reduction alternatives for around the home, Appendix B defines reusable vocabulary, and Appendix C contains a list of Environmental Protection Agency resources. Brightly colored drawings accompany almost every page of the text. (PR)

ED 360 161

SE 053 538

Pauline, Ronald F.

Microteaching: An Integral Part of a Science Methods Class.

PUB DATE- 93

NOTE- 13p.; Paper presented at the International Convention of the Association for the Education of Teachers in Science (Charleston, SC, January 28-31, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments

production by science and engineering (S&E) field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The data comes from the Survey of Earned Doctorates (SED), which is conducted annually. Doctoral degrees such as the Ph.D. or D.Sc. are included in these surveys, but first-professional degrees such as the J.D. or M.D. are not. Data from the SED are collected directly from the individual doctorate recipients. Approximately 94% of the annual cohort of doctorate recipients responded to the questionnaire, which is distributed to them through the cooperation of the Graduate Deans. (PR)

ED 360 182

SE 053 566

Wier, Elizabeth A.

Scientist and Teacher Partnerships in Elementary Schools.

PUB DATE- Apr 93

NOTE- 42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Involvement; Educational Change; Elementary Education; \*Elementary School Science; Elementary School Teachers; \*Partnerships in Education; \*School Business Relationship; \*Science Instruction; Science Teachers; \*Volunteers

This paper describes the development of a partnership project in New Castle County, Delaware, which teams scientists and other technical specialists with elementary teachers to enrich science activities in the teachers' classrooms. Interest in the project has evolved from a small, structured pilot program with 12 volunteers to a wide ranging project with approximately 150 volunteers in 14 schools. Activities of the volunteers include teaching of single classes or units and serving as resources outside the classroom. Problems encountered include not enough volunteers, teachers not utilizing the volunteers for help, poor communication among program participants, and incomplete record keeping about the program. Appendixes provide examples of partnership activities, evaluation forms, and a chart listing project challenges and the solutions found so far. (Contains 15 references.) (PR)

ED 360 183

SE 053 567

Scientific and Engineering Research Facilities at Universities and Colleges: 1992.

PUB DATE- Sep 92

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Black Colleges; Classroom Research; College Science; \*Engineering; Higher Education; \*Research Universities; Science Education; Science Equipment; \*Science Facilities; Science Laboratories; Scientific Research; Technology

Academic research makes a key contribution to the viability and competitiveness of U.S. technology in the new global markets, as well as to the quality of life of citizens. This report provides a broad quantitative picture of the cost,

delivery system. Responses to teacher-made tests of cultural and biographical information indicated that students had gained an awareness and knowledge of ancient multiethnic cultures and their effects on modern man. (Author)

ED 360 202

SO 022 781

Eberly, Donald J., Ed.

National Youth Service: A Global Perspective.

SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 92

NOTE- 54p.; Materials are the advance papers and summaries of the discussions held at a global conference on national service (Racine, WI, June 18-21, 1992).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Collected Works - Proceedings (021)

DESCRIPTORS- \*Citizen Participation; Community Programs; Foreign Countries; Higher Education; \*Public Service; \*Student Volunteers; Youth; \*Youth Employment; Youth Opportunities; \*Youth Programs

IDENTIFIERS- Botswana; Canada; Costa Rica; France; Germany; Great Britain; National Service; Nigeria; Trinidad and Tobago; Zimbabwe

This report summarizes the national service programs and proposals discussed at the first global conference on national service held in June of 1992. Current programs include those in France and Germany where civilian service may be performed as an alternative to mandatory military service. In Nigeria university graduates perform a year of civilian service after completion of their education, while in Botswana, national service comes before attendance at a university. In Costa Rica all university students perform community service through a university program. A proposed system of national service in India would require service from government employees and college students as two groups who benefit the most from the country's resources. The goals of the conference were for those attending to become acquainted, to learn about programs in other countries, and to plan ways to stay in touch in the future. In reality, the participants were able to identify areas of general agreement and areas of difference in youth service. Several conferees presented evidence of outcomes of national service that benefited those who are served, those who serve, and society at large. Questions of responsibility for national service, the basic concept of service, and future research needs were addressed. The participants of the conference recommended international exchange and sharing of ideas and experiences as well as working together toward the development of a global youth service program that takes account of the need to implement sustainable development strategies. (DK)

ED 360 203

SO 022 783

Knip, Willard, Ed.; Danant, Joelle, Ed.

Perspectives from the South in Development Education. Development Education Annual 1990/1991.

PUB DATE- 91

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020)

In February 1990, the President and state governors proclaimed a set of six national education goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most Americans have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This Digest addresses Goal Three of the six national goals: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." The Digest discusses summaries of student achievement in core subjects, measured by the National Assessment of Educational Progress (NAEP), which reveal that current levels of student achievement fall far short of the standard implied by National Education Goal Three. The Digest presents ideas for schools and parents to help improve student achievement in core subjects. For example, schools can increase the quantity and the quality of challenging subject matter that all students are required to study in elementary and secondary schools, and encourage more students to pursue advanced coursework in the core subjects. It is suggested that parents, for example, should encourage school teachers and administrators to establish clear and challenging standards about what all students should know and be able to do in all core subjects of the school curriculum. (DB)

ED 360 222

SO 023 154

Ohrn, Deborah Gore, Ed.

Lake Life.

PUB DATE- 93

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Collected Works - Serials (022)

DESCRIPTORS- Childrens Literature; Elementary Education;

\*Geography Instruction; \*History Instruction; \*Learning

Activities; \*Social Studies; \*State History; \*Water Resources

IDENTIFIERS- \*Iowa

This quarterly publication of the State Historical Society of Iowa features articles and activities for elementary school students. This summer issue focuses on the topic of lake life. The issue includes the following features: (1) "Where the Lakes Are Map"; (2) "Letter from the Lake"; (3) "Lake People"; (4) "Spirit Lake"; (5) "Lake Manawa"; (6) "Clear Lake Scrapbook"; (7) "How to Build a Super Sand Castle"; (8) "The Roller Coaster Discovery"; (9) "Arnolds Park"; (10) "Great Lakes Maze"; (11) "Wild Rosie Goes to the Beach"; (12) "The Ice Harvest"; (13) "Ice Harvest Game"; and (14) "How Clean Are Our Lakes?" Among the magazine's regular features (or "Departments") are "History Makers"; "Who's Who"; "Answers"; and "The Roost." Subscription information and facts about a new contest also are included. (SG)

ED 360 223

SO 023 156

Gosman, Teah

The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Citizenship Education; Civil Rights;  
\*Constitutional Law; Cross Cultural Studies; Foreign Countries;  
\*History Instruction; International Relations; Secondary  
Education; \*Social Influences; Social Studies

IDENTIFIERS- \*Bill of Rights; Canada; Japan; Mexico; Nigeria

The role of the U.S. Constitution as a model for an influence on the establishment of governments in other nations offers an effective vehicle for expanding education about this nation's civic values, rights, and responsibilities. By studying how the ideas and principles of the U.S. Constitution and the Bill of Rights have been adopted, adapted, and integrated into the political and social systems of other nations, under what circumstances these ideas have been transported and adopted successfully, and under what circumstances they have failed, students can gain insight into the Constitution and Bill of Rights, thereby developing a fuller appreciation of their own democratic tradition, and of the rights and responsibilities of U.S. citizenship. This work consists of a series of 31 lesson plans with handouts. The section dealing with Canada focuses not on the obvious similarities between Canada and the United States, but with the differences. The section on Mexico emphasizes that an important part of cross cultural understanding is recognizing the differing perceptions of the role of law in society. The similarity of the U.S. and Mexican constitutions is compared to the enormous differences in history and culture. The section on Japan seeks to provide a historical context for analyzing the Meiji and Showa constitutions and to help students recognize the importance of culture in shaping both the description and actual practice of government. The section on Nigeria provides a background in the ways some traditional cultures of Nigeria viewed the concept of rights. (DK)

ED 360 241

SO 023 278

Girls in Schools: A Bibliography of Research on Girls in U.S.

Public Schools Kindergarten through Grade 12. Third Edition.

PUB DATE- Sep 92

NOTE- 132p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Educational Discrimination; Educational Research;  
Elementary School Students; Elementary Secondary Education;  
\*Equal Education; \*Females; \*Public Schools; Secondary School  
Students; \*Sex Discrimination; Sex Role; Sex Stereotypes;  
Social Science Research; \*Womens Education

This bibliography focuses on girls in public schools from preschool through 12th grade. Some citations referring to research on college students have been included because they have particular relevance for earlier schooling. The citations are arranged by topic headings. Each topic heading contains five categories: (1) books and book chapters, (2) journal articles, (3) other publications such as reports, pamphlets, etc., (4) papers, and (5) U.S. government publications. Topics include general references on sex equity issues, adolescent development, classroom interaction, curriculum, and disabled students. They continue with citations on dropouts, early childhood education and development, feminist theory, gifted girls and women, health issues, mathematics and science, and national statistics. Part 1 also includes the topics of race and ethnicity, sex equity, Title IX, sex and gender role

Realia; Second Language Instruction; Social Integration;  
\*Teacher Education Curriculum; \*Teaching Methods; Team Teaching  
IDENTIFIERS- Content Area Teaching; Diversity (Student);  
Sheltered English; Total Physical Response

A group of instructional strategies for monolingual teachers to use with elementary and secondary school students with limited English skills are described. The strategies are drawn from a teacher education curriculum focusing on this issue. All are based on the notion that monolingual and bilingual teachers can team teach to break down linguistic and cultural barriers in the classroom. All were also experienced by monolingual and bilingual teaching credential students in the course of a demonstration. They include the Total Physical Response technique, sheltered subject matter teaching, use of comprehensible input, efforts to lower the affective filter of students, use of realia, dramatization of a story, and monolingual-bilingual team teaching for primary language instruction. Some useful student reading materials and teacher resources are noted. Contains 20 references. (MSE)

ED 359 798

FL 021 345

O'Dowd, Elizabeth

Pragmatics and Morphosyntactic Acquisition: A Case Study.

PUB DATE- Apr 91

NOTE- 17p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (5th, Champaign, IL, April 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Students; Case Studies; \*English (Second Language); Error Analysis (Language); Females; \*Language Patterns; Language Research; \*Linguistic Theory; \*Morphology (Languages); \*Pragmatics; Second Language Learning; \*Syntax; Task Analysis

According to the linguistic theory of "natural order," eight English morphemes have been ranked in an invariant order of difficulty for learners of English as a Second Language (ESL). Pedagogical implications of this theory have led to the "natural approach" as a comprehensive second language teaching methodology. A case study that suggests the natural order theory has limited predictiveness, because it does not consider the pragmatic salience of these morphemes in different discourse contexts, is presented. Subjects were five native Arabic-speaking adult women at an intermediate level of ESL study. In a speaking task involving extended turns, the subjects' patterns of error for the eight were analyzed. Results indicate an order of relative morpheme difficulty suggesting that pragmatic salience comprises a balance of at least four features: frequency; form-function transparency; conspicuousness; and usefulness. The implication for ESL instruction is that to make teaching effective, language instructors must consider the specific, different learning tasks involved in the different kinds of discourse to which the student is exposed. (Author/MSE)

ED 359 799

FL 021 346

Mir, Montserrat

Direct Requests Can Also Be Polite.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning



DESCRIPTORS- Adult Basic Education; \*Bilingual Students;  
\*Computer Assisted Instruction; \*Computer Software; \*English  
(Second Language); Foreign Countries; Instructional Materials;  
Vocational Education

IDENTIFIERS- England (Bristol)

Computer applications in working with bilingual students are reviewed in this newsletter. A variety of practical ideas are presented to support teachers in their instruction. They include the following: (1) software to supplement vocational training; e.g., materials that introduce the use of word processing, databases, and spreadsheets in an office environment; (2) supplemental materials for English for Speakers of Other Language (ESOL) students, including instruction in the mechanical skills of handwriting as well as cognitive skills; (3) software that supplements traditional educational programs; and (4) data free programs, which help exploit the student's languages and may use a concept keyboard to extend the possibility for using a student's own language. Some of the software mentioned includes Workroom, Newtown, Context, Allwrite, Multilingual Scholar, and Advanced Folio. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 359 818

FL 800 595

Van Heerden, Gwyneth; And Others

Empowering Adults through Literacy Education in South Africa:

Activities at the University of Natal at Pietermaritzburg.

PUB DATE- 91

NOTE- 8p.; NU Focus is published by the University of Natal.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; \*African Languages; Blacks; \*English (Second Language); Foreign Countries; Illiteracy; Literacy Education; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

IDENTIFIERS- Empowerment; \*South Africa; University of Natal (South Africa); Zulu

Five brief articles from a journal published by the Public Affairs Department of the University of Natal, South Africa, discuss issues related to empowering adults through literacy education in that country. "Meeting Needs" (Gwyneth van Heerden) describes the extent and nature of adult illiteracy in South Africa and the activities of the literacy support service of the Center for Adult Education at the University of Natal. "Read for Life" (Tania Spencer) describes a course aimed at teaching adults how to read and write in Zulu using the learning/experience method. "A Leg to Stand On" (Vis Naidoo) presents the Learn with Echo project, which provides distance basic adult educational material for a black undereducated readership. "Meeting Needs" (Vis Naidoo) describes the goals and philosophy of the Center for Adult Education's Community Development Education and Training Programme. "Off the Shelf" (Tania Spencer) describes a special library established by the University of Natal's Department of Information Studies and Natal Society Library, which is designed to facilitate community and individual empowerment. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 819

FL 800 602

Andreini, Lorilee

DESCRIPTORS- \*English (Second Language); Foreign Countries;  
Intonation; Language Fluency; \*Pronunciation; Second Language  
Instruction; Stress (Phonology)

Key elements that affect pronunciation are outlined in this supplement to an adult literacy newsletter. Emphasis is on what students need to know about sounds, stress, intonation, and fluency in order to improve their spoken English. Suggestions are offered for identifying students' needs. Exercises are also provided for practicing sounds, word and sentence stress, intonation, and fluency. (Contains 4 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 838

FL 800 655

de Barros, Judy; And Others  
Storytelling Project. Southeast Asian Women's Alliance.  
PUB DATE- Jun 90

NOTE- 23p.; For a related document, see FL 800 656.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Creative  
Works (Literary and Dramatic) (030)

DESCRIPTORS- Classroom Techniques; Community Organizations;  
\*Cultural Awareness; Cultural Pluralism; Curriculum  
Development; \*English (Second Language); Ethnic Groups;  
\*Females; \*Folk Culture; Legends; \*Refugees; \*Story Telling

IDENTIFIERS- Washington (Seattle)

Geared to refugee women, the storytelling project developed by the Refugee Women's Alliance (formerly the South East Asian Women's Alliance) in Seattle, Washington, combines language, cross-cultural, and family skills. The project included development of the storytelling curriculum for English-as-a-Second-Language students, training instructors, collecting stories and illustrations, and printing the stories. The curriculum was divided into two parts: collecting and sharing the stories, and follow-up ESL activities. Bilingual aides help collect stories from beginning pre-literate students. Folktales representing five ethnic groups (Cambodian, Eritrean, ethnic Chinese, Lao, and Soviet Ukrainian) are compiled in this document, which also suggests techniques for sharing and polishing stories. Some beginning storytelling resources are provided. The follow-up ESL activities described include anticipation (pre-story) activities, comprehension checks, oral and written language experience activities, and cross-cultural exercises. Specific ESL activities are geared to one Lao folktale. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 839

FL 800 656

de Barros, Judy; And Others  
Family Story Curriculum Project. Refugee Women's Alliance.  
PUB DATE- 91

NOTE- 30p.; For a related document, see FL 800 655.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Classroom Techniques; Community Organizations;  
\*Cultural Awareness; Curriculum Development; \*English (Second  
Language); Ethnic Groups; \*Females; Grief; \*Refugees; \*Story  
Telling; Student Centered Curriculum

Appendixes comprising 90% of the document include evaluation/assessment plans, abstracts and course syllabi, plans for institutionalization, and sample articles and newsletters. (JB)

ED 359 858

HE 026 546

Grandin, John M.

A Pilot Program in International Engineering.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 31 Aug 91

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Engineering Education; \*German; Higher Education; \*Interdisciplinary Approach; \*International Education; \*Internship Programs; Majors (Students); Program Development; Second Language Instruction; Technical Education; Undergraduate Study

IDENTIFIERS- \*Engineering Curriculum; Germany; Technical Language; \*University of Rhode Island

During a 4-year period, the University of Rhode Island (Kingston) developed the International Engineering Program, a German-language focused model for undergraduate education in international engineering. The faculty in the College of Engineering and the German Section of the Department of Languages cooperated to develop the program. By expanding the undergraduate engineering experience to 5 years, students earned a Bachelor of Arts degree in German and a Bachelor of Science in one of the engineering disciplines. Students in the program took specialized technical German language courses as well as traditional courses in the German major, spent 6 months of the fourth year in a professional internship with an engineering firm in Germany, and took a capstone interdisciplinary engineering course offered in German by bilingual engineering faculty. Program organizers faced the challenges of recruiting and retaining students for the program, developing specialized German language courses with technical content, recruiting and training language faculty for teaching these language courses, and arranging internships abroad with engineering firms. The program brought prestige to the university and led to positive interaction with international firms in the region. The program graduated seven students in 1991. Appendixes contain two journal articles and notices describing the program. (JB)

ED 359 859

HE 026 547

Watt, James H.

Assessing General Education Outcomes: An Institution-Specific Approach. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 91

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; \*College Outcomes Assessment; \*General Education; Higher Education; Measures (Individuals);

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; Age Differences; College Juniors; College Seniors; Comparative Analysis; Higher Education; \*Performance Factors; Productivity; Research; Secondary Education; Self Efficacy; Student Development; \*Student Motivation; Teacher Education; \*Test Results; Undergraduate Study

This study was aimed at extending previous correlational findings on the motivational components of test performance, studied among seventh graders by Pintrich and De Groot, to college students and to sequential task performance, including a voluntarily performed task. Performance was also examined under different experimental conditions of incentive value. A total of 125 junior and senior class college students preparing to become teachers participated in the study's two parts. In the correlational part, a factor structure somewhat similar to that of Pintrich and De Groot was found with a self or attitude factor (reflecting different measures of self-efficacy), an ability/achievement or intellectual factor (reflecting test score performance), and an incentive or emotional factor (reflecting the value of choosing to perform). In the experimental part, incentive value was also found to relate to voluntary or self-motivated performance. The greater importance of incentive value as a motivator in this study, in comparison to the earlier study of seventh graders, was surmised to be a function of the importance of grades in the college setting. Contains 13 references. (GLR)

ED 359 878

HE 026 575

Karseth, Berit

The Emergence of a New Educational Program at the University of Oslo.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - General (140), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Case Studies; \*Curriculum Development; \*Departments; \*Educational Development; Foreign Countries; Higher Education; Interdisciplinary Approach; \*Organizational Communication; \*Politics of Education; Undergraduate Study

IDENTIFIERS- \*University of Oslo (Norway)

This paper discusses the emergence and the establishment of new educational programs in universities by describing a theoretical approach and reporting an empirical study of the development of one interdisciplinary department (the Institute for Media and Communication) at the University of Oslo (Norway). It is argued that the emergence of new educational programs can be understood as a result of the interplay, or discourses, between the internal factors (the knowledge traditions) and the external factors (politics of knowledge), a construction shaped by negotiation between individuals inside and outside the field of knowledge in a specific social and

Wright, Virginia B.; And Others  
Education and Job Satisfaction: Are Baccalaureate Nurses More  
Satisfied with Their Jobs?

PUB DATE- 91

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Associate Degrees; \*Bachelors Degrees; Flexible  
Working Hours; Higher Education; \*Job Satisfaction; \*Nurses;  
Nursing Education; Outcomes of Education; Quality of Working  
Life; Surveys; Work Environment

IDENTIFIERS- Nurse Associates

A study was done to learn about relative job satisfaction among nurses with baccalaureate degrees compared to nurses with associate nursing degrees. A job satisfaction survey was mailed in the summer of 1988 to a selected sample of 480 nursing graduates of a regional southeastern university. Seventy-two baccalaureate and 50 associate degree nurses responded. Each group had average work experience of about 8 years. Baccalaureate nurses gave significantly higher satisfaction ratings for 8 of the 20 job aspects studied, including job security, fringe benefits, hours that fit with lifestyle, interaction with supervisor, respect among ranks, status, self-esteem from job, and help and supplies. When these respondents were subdivided into smaller groups based on work setting, job responsibility, hours worked, work experience, and graduation year, the higher satisfaction ratings of baccalaureate nurses persisted. The results also showed work-related differences between groups: a much higher proportion of the associates group was working in hospitals, 84 percent compared with 66 percent. More of the baccalaureate nurses were not primarily responsible for direct patient care, 40 percent versus 22 percent. On average, baccalaureate nurses working full-time earned about \$4,000 more than associates. The findings of higher salaries and greater job satisfaction for the baccalaureate group supports the economic concept of investment in human capital. Contains 19 references. (JB)

ED 359 897

HE 026 595

Statistical Summary of Missouri Higher Education - 1992-93, with  
State Profile of ACT-tested Students Graduating from High  
School, Spring 1992.

PUB DATE- Jul 93

NOTE- 365p.; For the 1991-92 statistical summary, see ED 353 942.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - General  
(140)

DESCRIPTORS- Class Rank; College Entrance Examinations; \*College  
Faculty; College Freshmen; \*College Students; College Transfer  
Students; Community Colleges; Comparative Analysis; \*Degrees  
(Academic); \*Educational Finance; \*Enrollment; Fees; Higher  
Education; High School Graduates; Income; Postsecondary  
Education; Private Colleges; Public Colleges; Statistical Data;  
\*Student Financial Aid; Tuition; Undergraduate Study

IDENTIFIERS- American College Testing Program; \*Missouri

This report presents statistical data on Missouri higher  
education in the following general groupings: preparation,  
access, participation, resources, completions, and transfers.  
More specific data groupings cover: (1) ACT-tested Students  
Graduating from High School, Spring 1992; (2) ACT scores; (3)  
student high school rankings; (4) student fees; (5) financial

Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Computer Assisted Instruction; Computer Networks;  
Delivery Systems; \*Distance Education; Guidelines;  
Instructional Design; \*Instructional Development; Media  
Adaptation; Microcomputers; Military Personnel; \*Military  
Training; Postsecondary Education; \*Program Development;  
\*Program Implementation; Systems Approach; Telecommunications;  
\*Teleconferencing; Telephone Communications Systems

IDENTIFIERS- \*Army Reserve; Computer Mediated Communications

The purpose of this handbook is to provide background and guidelines for course designers and instructional developers who will be developing Reserve Component training for the United States military using asynchronous computer conferencing techniques. The recommendations in this report are based on an international review of the literature in distance education and experience gained from developing and conducting Reserve Component training. The handbook is based on a model of remotely conducted, distributed training called the System for Managing Asynchronous Remote Training (SMART). The cornerstones of the SMART model are that training is asynchronous in time, computer mediated, and distributed to soldiers' homes through telephone communications systems. The guidelines are intended to supplement the Systems Approach to Training process, emphasizing the steps course designers must implement or adapt to accommodate conferencing for distributed training. Specific guidelines are given for the Analysis, Design and Development phases; examples and blank worksheets are also included. Sample hardware assembly instructions are appended. (DB)

ED 359 917

IR 015 473

Harbour, J.; And Others

Distributed Training for the Reserve Component: Instructor

Handbook for Computer Conferencing.

SPONS. AGENCY- Army Research Inst., Boise, ID.

PUB DATE- Apr 90

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Learning; Computer Assisted Instruction;  
\*Computer Networks; \*Course Organization; \*Distance Education;  
High Risk Students; Microcomputers; Military Training; Peer  
Teaching; Postsecondary Education; Small Group Instruction;  
Student Characteristics; Student Motivation; \*Teaching Methods;  
\*Teleconferencing

IDENTIFIERS- \*Army Reserves; Computer Mediated Communication

The purpose of this handbook is to provide background and teaching recommendations for instructors who will be remotely conducting Reserve Component training using asynchronous computer conferencing techniques. The recommendations in this handbook are based on an international review of the literature in distance learning and experience gained from developing and conducting Reserve Component training. The handbook is based on a remotely conducted, distributed training model called A System for Managing Asynchronous Remote Training (SMART). The cornerstones of the SMART model are that training is asynchronous in time, computer mediated, and distributed to soldiers' homes. The SMART classroom is one in which small groups of students work together as a group by asynchronously

Technology; \*Educational Television; Futures (of Society); High Schools; \*High School Students; Integrated Activities; \*Interactive Video; Mathematics Instruction; Models; School Districts; \*Secondary School Teachers; Teaching Methods; Technological Advancement  
IDENTIFIERS- State University of New York; \*Syracuse City Schools NY

The State University of New York and Instructional Systems, Inc., (ISI) developed a project to combine computer assisted instruction (CAI) and live, interactive videoconferencing with a television teacher, conducted via cable. The project is being pursued by the Syracuse (New York) City School District in conjunction with the State University of New York, Onondaga County Community College (New York), ISI, and Aldelphia Cable. A teacher from the Syracuse district has been aired once a week for one hour to focus on mathematics content areas in which high school students are having difficulties. The television teacher works in a team with the classroom teachers using the system in school settings and secures their input about the content of the live shows. The model of extended learning is one that can be applied to a number of other areas in elementary and secondary school education, higher education, the workplace, community organizations, and correctional settings. A scenario of CAI use in the future presents the promise of the integration of real-time interactive video, voice, and data to enhance learning and improve learning environments. Two figures illustrate mean gains in achievement in two CAI distance learning classes. (SLD)

ED 359 937

IR 016 157

Stanton, Michael J.  
Digital Audio Sampling for Film and Video.  
PUB DATE- Mar 93  
NOTE- 12p.  
LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- \*Acoustics; \*Audio Equipment; Educational Technology; \*Films; \*Interactive Video; \*Technological Advancement

IDENTIFIERS- Analog Transmission Systems; Digital Data Signals  
Digital audio sampling is explained, and some of its implications in digital sound applications are discussed. Digital sound equipment is rapidly replacing analog recording devices as the state-of-the-art in audio technology. The philosophy of digital recording involves doing away with the continuously variable analog waveforms and turning the patterns into numbers. A digital recording device rapidly samples the incoming sounds, quantifying the signal into a series of numerical values (binary codes). Although digital sound eliminates many of the traditional analog problems, digital signal processing presents key problems in sampling rates and synchronization. Careful control is necessary to check signals through each step in the audio chain. The advantages of digital audio processing include increased signal-to-noise ratio, no flutter, transparent generation of copies, and sound manipulation. These benefits come with increased quality control requirements. One chart illustrates sampling formats. (SLD)

ED 359 938

IR 016 158

Swift, D. F.  
Distance Education: Two Modes of Learning Separated by a Common

PUB DATE- Jul 92

NOTE- 5p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Censorship; \*Childrens Literature; Cultural Pluralism; Elementary Education; Elementary School Students; Environmental Education; Fiction; Foreign Countries; Sex Fairness; \*Social Attitudes

IDENTIFIERS- \*Australia; \*Political Correctness

This paper examines recent Australian children's literature. It focuses on the prevailing social attitudes in Australia towards gender, environment, and multiculturalism and how these social issues are treated in the fiction books written for Australian children. The paper also examines the implications for children's literature of the expectations for authors to present a correct ideological stance towards these issues and if these expectations can be construed as a "new censorship." Through their leadership school librarians can encourage children to read widely and to discuss and question the social issues which are raised. (KRN)

ED 359 958

IR 054 463

Hallein, Joe

UNESCO School Libraries in Oceania Project.

PUB DATE- Jul 92

NOTE- 7p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; International Programs; \*Library Education; Library Personnel; \*Library Services; \*Rural Schools; \*School Libraries; Teacher Education

IDENTIFIERS- \*Oceania; \*UNESCO

The South Pacific School Libraries Project was launched by UNESCO in 1978 and continued until 1991. It was designed to improve school library service in the 11 independent island states (Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Solomon Islands, Tonga, Tuvalu, Vanuatu, and Western Samoa) of the Southwest Pacific and to develop training programs for teachers and school library staff in the region. The paper also describes some of the methods and materials developed to provide library services to a very isolated rural population. (KRN)

ED 359 959

IR 054 464

Waldrop, Ruth W.

Books for Children: Writing, Publishing, and Marketing.

PUB DATE- Jul 92

NOTE- 11p.; Paper presented at the Annual Conference of the International Association for School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).



Education; Library Cooperation; \*Library Services; Preschool Education; Program Development; Program Implementation; Public Libraries; \*Reading Programs; Reading Skills; \*Resource Materials; State Programs; \*Summer Programs  
IDENTIFIERS- Wisconsin

The "Go Wild! Read!" theme of the Wisconsin summer library program lends itself to a multiplicity of ideas and programs. This manual brings together many ideas of practical value in the following areas: (1) planning and promoting programs; (2) decorating the library; (3) programs and activities; (4) giveaways and games; (5) performances and presentations; and (6) resources. As children participate in this 18th consecutive summer library program, they will strengthen their reading skills and powers of analysis as their imaginations are stimulated. In addition, families will learn more about the variety of available library resources. Lists of resources include 15 periodicals for children, 53 books, 70 resources for disabled children, and lists of other professional sources and agencies. (SLD)

ED 359 978

IR 054 610

Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992).

PUB DATE- 92

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Budgeting; Financial Support; Futures (of Society); Hearings; Library Collections; Library Cooperation; \*Library Expenditures; Library Materials; Library Services; Online Systems; Operating Expenses; Optical Data Disks; \*Public Libraries; \*Retrenchment; Systems Development; United States History

IDENTIFIERS- \*American Memory Project (Library of Congress); Congress 102nd; \*Library Funding; North Carolina; Testimony

To learn first hand how the libraries of North Carolina, especially public libraries, function in spite of budget cuts, a hearing was held in Lumberton (North Carolina) to hear the testimony of interested parties from the state and national levels and specifically from the congressional district of southeastern North Carolina. While library budgets are being drastically cut, costs continue to rise, as the witnesses attest. At this hearing, the Library of Congress introduced "American Memory," a project that will use compact discs and laser video disks to make important collections from the Library of Congress available to researchers, teachers, students, and the public at local libraries and schools. American Memory, which will eventually exist as an online resource, is the library of the future. A demonstration of the technology and search strategies of American Memory was presented. Twenty-three other witnesses addressed the hearing, including representatives of the American Library Association; representatives of state, academic, public, and depository libraries; and patrons and users of the local county library. Additional submissions for the record include letters. (SLD)

ED 359 979

IR 054 612

Rothlisberg, Allen P.  
Simplifying Manual Circulation Techniques for Volunteers in Rural

Day Students; \*Educational Facilities; \*Enrollment Influences; Evening Students; Institutional Research; Institutional Role; \*Multicampus Colleges; \*Research Methodology; \*Research Utilization; Two Year Colleges; Two Year College Students IDENTIFIERS- AIR Forum; Community College of Philadelphia PA

This paper describes some of the research and planning methodologies employed by Community College of Philadelphia (CCP) to support faculty and programmatic decision making required by a 60% increase in full-time equivalent students within a 5-year period. Following a brief introduction, the paper describes the research questions considered. The next section describes the model of student decision making that served as the conceptual basis for CCP's research, as well as four research stages: understanding participation patterns in higher education, both nationally and within CCP's service area; understanding why potential students choose CCP over another institution; comparing students who enroll on-campus with those who enroll off-campus; and establishing the types of programs, academic support, and student support services that should be offered off-campus. The next sections provide methodological information and study results for the following CCP investigations: (1) environment scanning of the underlying external forces acting on students; (2) enrollment forecasting; (3) an institutional choice survey of main and off-campus students; (4) a survey of off-campus students' educational objectives, programmatic interests, and support needs; (5) a comparison of day and evening off-campus students; (6) a comparison of off-campus students who would and would not enroll on the main campus; (7) database tracking of on- and off-campus student mobility patterns; and (8) faculty and staff evaluations of academic programs and support services available off-campus. The final sections discuss the findings and describe the influence of the research on institutional policy and planning considerations. (MAB)

ED 359 997

JC 930 345

Barr, Robert B.

A New Paradigm for Community Colleges: A Strategic Planning Issue.

PUB DATE- Mar 93

NOTE- 9p.; Paper presented at the Annual Research Conference of the Research and Planning Group for California Community Colleges (Lake Tahoe, CA, March 3-5, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; College Outcomes Assessment; College Planning; \*College Role; Community Colleges; Comparative Analysis; \*Educational Change; \*Learning Theories; Models; Organizational Change; \*Outcomes of Education; \*Role of Education; School Restructuring; \*Strategic Planning; Teacher Behavior; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*California Community Colleges

California's community colleges face tremendous challenges, from diminishing fiscal resources to increasing student diversity. To meet these challenges, community colleges may have to transform how they think about themselves. Organizational restructuring in two-year colleges requires the adoption of a new paradigm about the nature of community colleges. The key assumption in the existing paradigm is that the purpose of community colleges is "to provide instruction." The proposed new paradigm is based on the declaration that "to produce

their goals, employment, and program of study. By the fifth week of classes, faculty are required to complete progress report scansheets for each student evaluating academic progress. Scansheet data are used to generate reports summarizing students' initial academic progress, and are presented to students directing them to recommended intervention resources. Specific ALERT intervention strategies include learning labs for students with academic skills deficiencies, study skills instruction, education/career planning, and withdrawal intervention. The handbook includes a copy of the ARI questionnaire, sample orientation profiles and student profiles, copies of the student progress report scansheet and a sample student report, a calendar of ALERT activities during the 1990 pilot project, a list of retention and intervention strategies, and a list of faculty who participated in the pilot project. (PAA)

ED 360 013

JC 930 361

Harr, Gary Lynn

Career Options: Self-Directed, Step-by-Step Career Planning.

PUB DATE- Aug 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Career Choice; \*Career Counseling; \*Career Exploration; \*Career Planning; \*Careers; \*Community Colleges; \*Educational Planning; \*Interests; \*Self Evaluation (Individuals); \*Skills; \*Two Year Colleges; \*Two Year College Students; \*Values

IDENTIFIERS- \*Florida Community College at Jacksonville

Designed as a self-directed career planning resource for students at Florida Community College at Jacksonville (FCCJ), this booklet is comprised of four modules providing students with step-by-step career exploration activities and information. The first module, Introduction to Career Planning, discusses the effect of career choice on students' lives and the reasons why people choose particular careers; reviews the nature of changing career goals and the basic principles of the career planning process; and encourages students to make a commitment to actively explore their career options. The second module, Self Assessment, includes a list of 46 sample occupational interests; a skills evaluation exercise; a values evaluation exercise; a career exploration chart for summarizing information gathered about interests, skills, and values in six career option clusters; a four-step guide to interpreting results; and a list of on-campus services and available career survey instruments. Module 3, Career Exploration, is designed to help students translate the career groups identified in Module 2 into specific occupations to consider. Included in Module 3 are a list of information resources, specific career development actions (e.g., coming to campus, using the occupational index), sample blank career information sheets, and a description of FCCJ's computerized career exploration system and career planning course. The final module, Transition to Academic Planning, discusses possible programs of study, status sheets to keep program and graduating students aware of their progress, preparation for counseling appointments, and FCCJ's student success course. A booklet evaluation form is included. (PAA)

ED 360 014

JC 930 362

of black students. Programs begin with motivational seminars for young children and their families to promote a positive idea of college education. Other AFE efforts include an annual "Black Issues in Focus" program, essay contests for young people on the value of a college education, programs to recognize student achievement at college and past contributions of community members, speakers on special issues in minority education, scholarships, textbook subsidies, minority employment and business fairs, and black church history classes. Between 1984 and 1991, total black student enrollment in the AFE program area increased by 57.7% and black enrollment relative to the general student population increased by 20.8%. Nationally, these figures were 4.1% and -4.8% respectively for the same period. Includes lists of AFE board members and project coordinators and brief descriptions of efforts at Danville Community College and Virginia Western Community College. (PAA)

ED 360 030

JC 930 383

Campion, William J.

CFCC: A Report on Indicators of Excellence.

PUB DATE- Jul 93

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Basic Skills; Budgets; College Planning; College Transfer Students; Community Colleges; Educational Finance; Graduate Surveys; \*Institutional Characteristics; \*Institutional Mission; \*Instructional Improvement; Minority Groups; Mission Statements; \*Outcomes of Education; Program Evaluation; School Community Relationship; \*School Effectiveness; Self Evaluation (Groups); Student Attitudes; Teacher Characteristics; Two Year Colleges; \*Two Year College Students; Vocational Education

IDENTIFIERS- \*Central Florida Community College

The planning and evaluation process at Central Florida Community College (CFCC) is based on the identification of demonstrable outcomes measures, referred to as indicators of excellence (IE's). The indicators were developed during a 4-year long, institution-wide effort in which every employee had the opportunity to comment on proposed indicators. This report provides 1991-92 data on IE's related to transfer programs; career preparation programs; basic skills and developmental education programs; community education and community service programs; college access; educational outcomes related to instructional missions; student satisfaction; and progress in faculty improvement and the provision of financial and physical support to the instructional programs. Reported outcomes include the following: (1) university grade point averages (GPA's) of CFCC graduates appear to be rising, with a "B" average the norm; (2) 88% of vocational-technical programs, just under the IE goal of 90%, had at least a 70% job placement rate; (3) average grades for college preparatory students in their first college-level courses decreased for English but increased for mathematics; (4) community service programs reached a total of 2.1% of the service population; (5) compared to proportions in the service area, Black students were underrepresented at CFCC while Hispanic students were overrepresented; (6) 100% of the full-time faculty held teaching credentials, while 97% of the part-time faculty held credentials; and (7) during the fiscal year 1992, CFCC budgeted

individual supervision and ability to meet children's individual needs, such as meals and toileting. A checklist is included to assist with the decision of whether to implement mixed-age groupings of young children. (MM)

ED 360 048

PS 021 494

Opuni, Kwame A.; Koonce, Sharon  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential.

PUB DATE- Jan 92

NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 28-30, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Design; Elementary School Curriculum; Elementary School Students; \*Heterogeneous Grouping; \*Multigraded Classes; Pilot Projects; \*Primary Education; \*Program Effectiveness; Program Evaluation

IDENTIFIERS- Houston Independent School District TX; \*Mixed Age Groups

This study evaluated the Primary Learning Communities (PLC) program, a non-graded kindergarten through second-grade alternative curriculum piloted in three Houston, Texas, elementary schools. The curriculum allows a multi-age mixing of students with ages between five and seven years in the same classroom. Approximately 600 students and 27 teachers participated in the evaluation. PLC and non-PLC teachers were surveyed, and a random sample of PLC classrooms were visited to collect observational data. Survey data were analyzed with descriptive and qualitative procedures. Results indicated that the program's content, flexibility, and underpinning philosophy met the varied instructional needs of students through student activities which enhance each student's strengths, interests, successes, and motivation. PLC curriculum rated as more effective than the traditional curriculum in the development of math and reading skills, self-esteem, social skills, positive attitude toward school, and self-discipline. The study concluded with many recommendations proposed by the program staff for enhancing the effectiveness of the PLC program. (MM)

ED 360 049

PS 021 503

Masse-Raimbault, Anne-Marie  
Feeding Babies: From Breast Milk to the Family Dish.

PUB DATE- 92

NOTE- 75p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Breastfeeding; \*Child Health; Food; Foreign Countries; \*Infants; \*Mothers; \*Parent Child Relationship; Parent Education; Physiology

IDENTIFIERS- Breast Milk; Food Consumption; \*Infant Feeding; Infant Formula; \*Lactation

Focusing on the issue of feeding infants, this journal covers a wide range of information, research, and issues related to breast-feeding and its alternatives for feeding infants in both developing and industrialized countries. The journal is divided into the following sections: (1) "The Epidemiology of Breast-feeding: Frequency and Duration," including discussions of the

(070), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Child Behavior; Child Rearing; Classroom Environment; \*Day Care; \*Early Childhood Education; Foreign Countries; \*Preschool Children; School Readiness; \*Student Adjustment; \*Teacher Attitudes; Teacher Behavior  
IDENTIFIERS- Australia; New Zealand; \*Transition to School  
Child care in New Zealand and Australia has become a crucial part of the child-rearing system, and most preschool children spend a prolonged period in at least one away-from-home environment for a substantial part of the day. Because so many preschool children are exposed to a child care environment before entering school, the transition from child care to primary school is interesting to consider. In numerous studies teachers report that day care graduates are more aggressive in their first year of school than home-reared children. However, teachers often fail to discriminate between assertive and aggressive behavior, and this distinction for child care graduates is important. Children in child care tend to have infrequent contact and short interactions with caregivers, causing them to be more skilled in areas of social competence, including assertion skills. Child care graduates may also experience more anxiety when interacting with strange adults than with strange peers, and some teachers may misinterpret this anxiety as communicative incompetence. For a smooth transition from child care to school, beginning grades need to provide a child-centered environment and beginning grades teachers need to ensure that children are offered adult interaction which stimulates an atmosphere of cooperation, coordination, and continuity. Contains 25 references. (MM)

ED 360 069

PS 021 565

Boyes, Michael; And Others  
Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Child Development; \*Cognitive Development; Cognitive Processes; Foreign Countries; \*Interpersonal Competence; Peer Relationship; \*Preschool Children; Preschool Education; \*Social Cognition

IDENTIFIERS- Alberta (Calgary); False Beliefs; Internalization; \*Intersubjectivity; Theory of Mind; \*Vygotsky (Lev S); Zone of Proximal Development

Some studies of young children's understanding of false belief have generated controversy, even to the extent that others' failure to replicate these studies was viewed as problematic. A Vygotskian perspective on internalization enables researchers to reverse the classic developmental competence-performance distinction, and to argue that the current concern with criteria for competence in terms of a functional theory of mind might be replaced with a concern with those aspects of such tasks that make "successful" performances possible. An acknowledgement of the essential nature of intersubjectivity is a necessary prerequisite to sorting out this theoretical and empirical debate. To support these views, this paper reports a

## The Federal Role in Improving Elementary and Secondary Education.

A CBO Study.

PUB DATE- May 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgets; Change Strategies; \*Educational Change;

Educational Finance; \*Educational Improvement; Educational

Legislation; Educational Trends; Elementary Secondary

Education; \*Federal Aid; Financial Support; \*Government Role;

Outcomes of Education; Policy Formation; Program Descriptions

IDENTIFIERS- Congress

To provide information for federal deliberations on the reauthorization of more than 50 elementary and secondary education programs, this report describes efforts by states to improve schools, examines trends and conditions in primary and secondary education, and analyzes options for changing the federal role in education. Following an overview of education and the federal government, chapter 1 of the report describes the purposes of federal support for educational programs and discusses the educational reform movement that began in the early 1980s. Chapter 2 profiles elementary and secondary education nationwide, focusing on trends in educational outcomes, school resources, and student and family characteristics, while chapter 3 addresses issues of the relative priority that should be given to equity and excellence in education, and the level of control the government should exercise over education. Chapter 4 describes options for reducing the federal role in education through the use of block grants that define funding purposes but do not specify states' implementation procedures, and chapter 5 discusses options for refining the current federal role through fully funding current programs, eliminating programs not directed to special populations, and focusing on early education. Finally, chapter 6 reviews approaches to promoting educational reform, including national curriculum and national assessment efforts, school-based reform, and modification of key elements of the educational system as a whole. (BCY)

ED 360 088

PS 021 614

Morgan, Harry

An Analysis of Gardner's Theory of Multiple Intelligence.

PUB DATE- 92

NOTE- 41p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Cognitive Development; Cognitive Processes;

\*Cognitive Style; Criticism; \*Epistemology; \*Factor Analysis;

Field Dependence Independence; Intelligence Quotient;

Literature Reviews; \*Psychological Characteristics; Theories

IDENTIFIERS- Gardner (Howard); \*Multiple Intelligences

The theory of multiple intelligence (MI) propounded by Gardner and Hatch suggests that human beings have seven distinct units of intellectual functioning, and that these units are actually separate intelligences with their own observable and measurable

Philosophy; \*Holistic Approach; Models; Postsecondary Education; \*Relevance (Education); Teacher Education; Units of Study  
IDENTIFIERS- Cultural Relevance; \*Medicine Circle; \*Paradigm Shifts

People generally learn best when information is presented to them in a culturally and socially relevant context or framework. This issue is addressed by the Science of Alcohol Curriculum for American Indians through the use of the Medicine Circle, a model that represents the concepts of wholeness, interconnectedness, and balance in a manner consistent with most Native traditional ideals. Also congruent with most American Indian cultures, the "new science paradigm" emphasizes: the observer as a subjective part of the observed universe; the dynamic nature of the universe; and nature as a network rather than a hierarchy. Intended for teachers and other educational personnel involved with American Indians, this unit studies the science of alcohol through the Medicine Circle's integration of physical, spiritual, mental, and emotional perspectives in conjunction with the values of the new paradigm. Upon completion of this unit, participants will have examined: (1) their own attitudes about alcohol and abuse; (2) Medicine Circle concepts; (3) typical roles assumed by children of alcoholics as coping mechanisms; (4) personal and cultural differences in perception; (5) the effects on American Indian students of culture-based learning experiences; (6) Indian students' unique reactions to a science lesson; and (7) paradigms and paradigm shifts, limitations of the current science paradigm, and similarities of the Medicine Circle and the new science paradigm. This unit contains a participant handbook, 60 references, 20 handouts and accompanying overhead transparencies, an evaluation form, and tips for a successful training session. (SV)

ED 360 106

RC 018 604

Jacobs, Cecelia; And Others

The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit and Participant Booklet.

SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- Jan 90

NOTE- 223p.; For other units in this curriculum, see RC 018 603 and RC 018 605. Transparencies duplicative of text pages have been removed from ERIC copy.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Alcohol Abuse; \*Alcohol Education; \*American Indian Education; Drinking; Holistic Approach; \*Metabolism; \*Physiology; Postsecondary Education; Science Education; Teacher Education; Units of Study

IDENTIFIERS- \*Digestive System

The Science of Alcohol Curriculum for American Indians uses the Medicine Circle and the "new science paradigm" to study the science of alcohol through a culturally relevant holistic approach. Intended for teachers and other educational personnel involved with American Indians, this curriculum presents a



## Tennessee

This paper describes the context of education at two Appalachian middle schools and examines family, community, and school factors related to the academic success of economically disadvantaged and middle-class students. The 429 students at two rural middle schools in Appalachian Kentucky and Tennessee were assigned to low socioeconomic status (SES) and middle-class groups on the basis of whether they received free lunch or paid full price. They were designated as high achievers if they had a grade point average above 2.5 and an average standardized test score above the 50th percentile. Subjects completed the Rural School Success Inventory (RSSI) and a writing sample that reflected their aspirations and world views. Ethnographic findings illustrate the similarities between the two schools and their communities, but also indicate important differences, such as economic circumstances and the value placed on schooling. Factor analysis of RSSI data differentiated between schools, SES groups, achievement groups, and subgroups of each according to scores on five RSSI categories: family life, leisure activities (outside school), economics, health and hygiene practices, and school activities. Studies, such as this one, that illuminate the interaction among personal, sociocultural, and school-related factors are potentially more useful to policymakers than the traditional inputs-processes-outcomes paradigm. Contains 53 references and 18 data tables. (SV)

ED 360 123

RC 019 230

Foster, John

Isomorphism: Many Paths, One Activity.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Rocky Mountain Regional Conference of the Association for Experiential Education (5th, Boulder, CO, April 23-25, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adventure Education; Elementary Secondary Education;

\*Experiential Learning; Group Activities; \*Group Dynamics; \*Instructional Development; \*Learning Theories; Teaching Methods; \*Transfer of Training

IDENTIFIERS- \*Isomorphism

The creation of isomorphic activities can be accomplished when an instructor with a broad repertoire of activities applies a clear definition of purpose to a strong understanding of the clients involved. Experiential education is based on the use of experience to increase human potential. In order to capitalize on specific behaviors for focused training, experiential education often uses a simulated environment of experience, rather than "real-life" experience. The identification and linkage of similar attributes of a modeled experience with attributes in a real experience is called "isomorphism." The key to positive growth or behavior modification is in the transfer of learning from the simulated environment to future real-life behaviors. Transfer can take place at a specific, nonspecific, or metaphoric level. Many significant aspects of learning and intelligence theories apply to experiential education, including: (1) Piaget's theory of cognitive development (assimilation and accommodation); (2) Maslow's hierarchy of need (basic needs of participants); and (3) Bloom's taxonomy of cognition (level of complexity of an experience). The Tuckman model of group development is also

IDENTIFIERS- \*Outdoor Leadership; Outdoor Recreation

This document contains a list of authors who have published research studies pertaining to women's experiences and adventures in the outdoor environment, a complete bibliography of their publications, and a set of abstracts of a selection of these publications in a separate section. The complete bibliography includes 124 books, journal articles, research papers, doctoral dissertations, and conference papers about female participation in outdoor education, experiential education, athletics, adventure experiences, physical recreation, camping, wilderness experiences, and leadership programs. Publication dates range from 1977 to 1992; the majority of materials were published after 1985. The annotated bibliography contains 70 entries from the larger list. The list of authors includes their professional affiliations. An outline of the bibliography project, and forms for submitting further entries, are also provided. (SV)

ED 360 142

RC 019 262

Tomlinson, J. R. G.; Mortimore, Peter  
Small, Rural and Effective: A Study of Secondary Schools. Warwick  
Papers on Education Policy, No. 1.

PUB DATE- 92

NOTE- 68p.; Based on an Invitational Seminar at the University of Warwick (Warwick, England, United Kingdom, March 1991).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Collected Works - Proceedings (021)

DESCRIPTORS- Cost Effectiveness; \*Educational Policy; Foreign Countries; Institutional Evaluation; Intermediate Grades; \*Rural Schools; School Closing; School Community Relationship; \*School Effectiveness; School Size; Secondary Education; \*Secondary Schools; \*Small Schools

IDENTIFIERS- \*England

Amidst controversy over proposed school closings, Hereford and Worcester (England) local education authorities (LEA) asked for an evaluation of the effectiveness of six small rural "comprehensive" secondary schools (180-450 students) and their importance to surrounding communities. Data were collected on student achievement; teacher and school characteristics; graduation rates; student discipline; further education and employment of graduates; and attitudes of parents, students, teachers, administrators, and community members. Some very positive findings emerged. As a group, the schools attracted well qualified and experienced teachers and offered all subjects of the national curriculum. Compared to larger schools in the county, the group had higher student scores on school-leaving examinations, fewer discipline problems, and a higher percentage of graduates pursuing further education. The community made extensive use of four of the schools, and the attitudes of parents, students, and local employers were positive. Only the smallest school had significantly higher per pupil costs than larger comparison schools. Differences among the schools are discussed, and recommendations are offered to the LEA and the schools. Educational policy issues related to cost effectiveness, unproven assumptions about school size and performance indicators, school-community relationship, and school choice are examined. A reply critiques the study and its recommendations from a policymaker's perspective. Subsequent round-table discussion focused on the generalizability of the research findings and on the overall cost-benefits of small schools. (SV)

(160), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Check Lists; Elementary Secondary Education; Evaluation Criteria; Higher Education; \*Lesson Observation Criteria; \*Microteaching; \*Peer Teaching; \*Preservice Teacher Education; \*Science Education; Science Instruction; Science Teachers; Teaching Methods

IDENTIFIERS- Science Process Skills

Microteaching, or peer teaching, is an activity that requires science methods students to plan, teach, and evaluate a particular lesson. The peer teaching activity, although obviously similar to teaching a lesson in a traditional classroom, enables the methods students to teach to a small group of their peers, thus easily receiving constructive criticism of the lesson taught. This paper describes preparation for peer teaching, deciding on the type of lesson and evaluation forms to use, self-assessment, and the post-peer teaching interview. The importance to the peer teacher of communication skills is stressed, and the teaching strategies that have proven most successful, namely, the Illustrated Talk, the Inquiry lesson, and the Process Skills lesson are described. The following five appendixes are included: (1) Communication Skills Performance Checklist; (2) Illustrated Talk Performance Checklist; (3) Inquiry Lesson Performance Checklist; (4) Process Skill Lesson Performance Checklist; and (5) Student Feedback Form. (PR)

ED 360 162

SE 053 539

Improving the Teaching of Science: Staff Development Approaches. Resource Document.

PUB DATE- Jan 93

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cooperation; Elementary School Science; Elementary Secondary Education; Higher Education; \*Inservice Teacher Education; \*Preservice Teacher Education; School Business Relationship; \*Science Instruction; Science Teachers; Secondary School Science; \*Staff Development; \*Teacher Education Programs; Teaching Methods

Science educators and the communities they serve have made the improvement of student achievement a high priority, and they have identified more effective teaching as part of the solution to this problem. This document answers the following two questions: What does the research show about effective science teaching? and What kinds of professional development opportunities exist for science teachers? Eight collaboration ventures incorporating one or more of the principles of effective professional development are described in this document; in each case the name and address of a contact person is also supplied. These collaborations are: (1) Teachers Academy for Math and Science; The Orr School Science Connection, Chicago, Illinois; (2) Dayton Public Schools and the University of Dayton, Dayton, Ohio; (3) Delta Teachers' Academy, Lower Mississippi Delta Region; (4) Juniata College & the Central Pennsylvania Association of Chemistry Teachers, Huntingdon, Pennsylvania; (5) Scope, Sequence, and Coordination Project (SS&C), Houston, Texas; (6) Tri-State Education

availability, and the condition of existing research facilities. Data on current spending, sources of support, and future plans for construction and renovation are also included. Highlights of the report include: (1) research space at universities and colleges increased by 9% since 1988 when the first survey data were gathered; (2) from 1988 to 1992, the amount of academic research space reported as being "suitable for use in the most highly developed and scientifically sophisticated research" increased by 22%; (3) doctorate-granting institutions contained 96% of all academic science and engineering research space; and (4) the 70 research-performing historically black colleges and universities represented about 2% of the national total for research space. (PR)

ED 360 184

SE 053 568

McGinnis, J. Randy; And Others  
Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.

PUB DATE- Apr 93

NOTE- 74p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; \*Classroom Environment; Classroom Research; \*Cultural Background; Cultural Differences; \*Decision Making; Grade 7; Grade 8; Junior High Schools; Junior High School Students; Lesson Plans; Middle Schools; Multicultural Education; Science Curriculum; \*Science Education; \*Science Teachers; Secondary School Teachers; Sex Differences; Suburbs; Teacher Attitudes; \*Teacher Behavior; Teacher Characteristics

IDENTIFIERS- Middle School Students

The purpose of this study was to explore science teacher decision-making with students of diverse populations. The research site was a suburban middle school located in the southeast. The student body consisted of African Americans, Caucasians, and international students from 62 different countries. Extensive social contextual research was performed. Case studies of two science teachers, a veteran White female life science teacher and a first-year White male earth science teacher were conducted over an extended time. The teachers, their students, a student teacher, and key informants from the school and the community participated in extensive formal interviews throughout the study period. Participant observation and videotaping data collection strategies were used to collect data in the science teachers' lessons throughout the study period. Analytic induction and the constant comparison technique were used to analyze both textual and videotaped data. Findings focused on an analysis of the teacher's decision-making conducted before, during, and after instruction. Analytic constructs describing each teacher's decision-making were constructed. The key finding was that the teachers did not believe that consideration of their students' diverse cultural backgrounds should be included in their decision-making. The students' diversity was extolled in the social sphere; in the teaching sphere it was excluded. (Author)

ED 360 185

SE 053 569

Follette, Everette; Smith, Marian  
Science Process Vocabulary: Our Failure To Communicate.

DESCRIPTORS- \*Developing Nations; \*Economic Development; Foreign Countries; Global Approach; Industrialization; \*International Education; International Programs; World Affairs  
IDENTIFIERS- Africa; Asia; Caribbean; \*Development Education; Latin America

This annual publication presents perspectives on development education from developing nations or "Southern" countries. The following articles are included: "Development Education: Education Beyond Labels" (P. Christenson); "Synthesis and Reflections of Annual '90/91" (J. Sommer); "Creating the World in Our Own Image: The American Media Defines Africa" (M. Mpanya); "Development Education about Africa: Decoding the Domination" (E. Aw); "InterAction Guidelines for Educating about Development" (T. Keehn; N. VanderWerf); "Understanding the Realities in Latin American & the Caribbean: An Insider's Assessment of U.S. Education Materials on the Region" (B. Taveras); "Learning about Asia by Inserting Structural Analysis in Development Education" (A. Purnomo); "Development Education within Minnesota Communities: The Role of the International Student" (D. Abebe); "Women to Women: A South-North Dialogue through Video" (C. Radomski); "The YWCA Model: An Interview with Joyce Gillilan-Goldberg"; "Development Education is a Two-Way Street: The Experience of an Indian Educator in East Tennessee" (S. Nataraj); "Partner in Residence at Heifer Project International: A Voice from the South. An Interview with Sule Umaru"; and "Development Education is THE Priority" (D. Korten). The volume also includes a description of two projects currently in progress: Vikramshila Resource Centre in Calcutta, India and an Asia Society Project that examines the increasingly important role that individuals and voluntary organizations play in protecting the environment, expanding the roles and rights of women, and addressing the problems of rapid urbanization in South and Southeast Asia. An evaluation questionnaire for publication concludes the document. (DB)

ED 360 204

SO 022 784

Garman, Barry R.; And Others  
Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings.

PUB DATE- 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080)

DESCRIPTORS- Bands (Music); Music Activities; \*Music Education; \*Orchestras; Secondary Education; Singing; Statistical Analysis; \*Student Evaluation

IDENTIFIERS- Music Festivals; \*Music Performance

Band, orchestra, and choir festival evaluations are a regular part of many secondary school music programs, and most such festivals engage adjudicators who rate each group's performance. Because music ensemble performance is complex and multi-dimensional, it does not lend itself readily to precise measurement; generally, musical performances are evaluated subjectively, that is, reflecting either consciously or subconsciously the criteria that an individual evaluator considers most important. Allowing individual adjudicators to employ their own criteria in evaluating performance festivals, however, presents some potential problems. To help alleviate these problems, most performance festivals do two things: (1) employ more than one adjudicator, and (2) ask adjudicators to consider a common set of performance categories in arriving at a final rating. The purpose of this study was to examine the

PUB DATE- Mar 93

NOTE- 35p.; Requirement for a B.A., Atlantic Baptist College.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Engineers; Foreign Countries; Higher Education;  
\*Occupational Mobility; Professional Development; \*Sex Bias;  
\*Sex Discrimination; Social Attitudes; Social Science Research;  
\*Women Administrators; \*Women Faculty

IDENTIFIERS- New Brunswick

This document presents the findings of a study that examined whether the marital status of women in New Brunswick (Canada) influenced their ability to obtain administrative or managerial positions within nontraditional fields. The study cited research suggesting that women are still viewed as dependent, passive, and lacking in competitiveness, ambition, and leadership. For the research, 23 companies were chosen from the telephone directory for Fredericton and Oromocto (New Brunswick). The firms were designated as either engineering, academia, or other. Targeted companies were phoned and asked about the number of women, their marital status, and their positions within management or administration. Callers informed respondents that answers would be confidential and no names would be required. The 23 companies reported a total of 87 women in administrative or managerial positions. Of those 87 over 73% were married, while less than 12 percent were single. No marital status was provided for about 14% of the women. The percentage of married women was high (94%) within the engineering field, but was only 35% within academia (although no marital status was reported for 60% of the academics). Findings dispute the hypothesis that marital status influences women's professional advancement in male dominated fields. Further study of the topic should be pursued. (SG)

ED 360 224

SO 023 161

Dahawy, Bayoumi Mohamed

Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective.

PUB DATE- Apr 93

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Comparative Education; Educational Development;  
Educational History; Educational Research; Foreign Countries;  
Kindergarten; \*Preschool Education; Preschool Evaluation

IDENTIFIERS- Bereday (George Z F); \*Egypt; Japan; \*Oman

This paper examines preschool education in Egypt, Oman, and Japan in the light of the comparative education approach developed by George Bereday utilizing description, interpretation, juxtaposition, and comparison. The literature of early childhood education is surveyed, beginning with the three most influential pioneers: Friedrich Wilhelm Froebel, Maria Montessori, and Rudolf Steiner, and a list of 10 common principles drawn from their works are enumerated. In Egypt the number of preschools affiliated with primary schools has expanded. Governing bodies have been asked to expand preschool education in order to aid working mothers. In Oman there are no government nursery schools, but a very small number of coeducational private schools exist. In view of the increasing entry of women into the work force, governmental kindergartens may be necessary in the near future. However in Egypt and Oman, most children of kindergarten age still are looked after by

socialization, sexual harassment, athletics, teen pregnancy, testing and assessment, vocational education, welfare reform, and women in leadership and educational administration. Part 2 deals with the education reform movement and includes works that provide key background on current issues of education reform and restructuring. It is suggested that the reader scan the entire bibliography before focusing on a single section because the placement of particular references may not be obvious. Section headings include references to other headings containing related material. (DK)

ED 360 242

SO 023 281

McCarthy, Joseph M.

Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois.

PUB DATE- 91

NOTE- 14p.; Paper presented at the Medieval Forum (April 19, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Historical Materials (060)

DESCRIPTORS- Child Rearing; \*Christianity; Critical Thinking; Educational Development; Educational History; Educational Philosophy; \*Educational Practices; \*Educational Theories; Foreign Countries; Higher Education; \*History Instruction; Intercultural Communication; \*Medieval History; Multilingualism; Social Change; Womens Education  
IDENTIFIERS- Dubois (Pierre); Europe; \*Lull (Ramon); Missionaries; \*Vincent de Beauvais

The agenda of 13th and 14th century educational theorists embraced issues that stimulated innovation in educational theory and practice. Christian thinkers of the late middle ages were preoccupied with adapting their educational notions to the changing conditions of their socio-political milieu. The question of the training of Christian rulers generated an extensive literature. Vincent de Beauvais, educational consultant to the family of Louis IX, wrote a practical manual of child rearing with a view to the everyday pedagogic practice necessary to prepare 11 children for their leadership role in society. His treatment of the nature and use of history was innovative. He understood the incompleteness and falsity of many sources and used them critically. He avoided the allegorical mode of interpretation in favor of the literal sense. On education of women he wrote extensively on practical reality. Ramon Lull displayed creativity in his educational views by founding language schools for the preparation of missionaries. His innovation in educational theory and practice was necessitated by Christian purposes. He was alone in attaching importance to Muslim attitudes and culture, as well as training in Arabic for missionaries. Pierre Dubois gave the concept of education for women an interesting twist by proposing that females be trained in languages, medicine, and surgery before being sent to the Holy Land. Once there they would be married off to wealthy Easterners and convert their husbands to Christianity. He was not developing a theory of education for women, but proposing a novel strategy for crusade. (DK)

ED 360 243

SO 023 282

Burbridge, Lynn C.

The Interaction of Race, Gender, and Socioeconomic Status in

(7th, Champaign, IL, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; College Students; Comparative Analysis; Cultural Differences; English (Second Language); Higher Education; Immigrants; \*Interpersonal Communication; Language Research; Limited English Speaking; Native Speakers; \*Pragmatics; Questionnaires; \*Second Languages; \*Social Behavior; \*Spanish Speaking

IDENTIFIERS- \*Politeness; \*Requests

A study investigated politeness indicators in the speech of three groups of university students: 37 native Spanish speakers, in Spain; 34 American students; and 33 native Spanish-speakers learning English as a Second Language (ESL) in Spain. Subjects responded to a questionnaire that outlined 24 situations combining 2 contextual variables: 2 degrees of social distance or familiarity, and 3 degrees of social dominance of interlocutors; each of the 6 variable combinations was represented in 4 situations. Subjects were asked what they would say in each situation. The first subject group was given the questionnaire in Spanish; the others were given an English version. Responses were analyzed for lexical forms that served as mitigators in direct requests, including frequency, type of strategy used, and inclusion of the hearer in the request statement. Results do not support the traditional assumption that directness and politeness are incompatible. In particular, the data on Spanish-speakers were characterized by patterns including the hearer in the interaction and considering his needs. Native English-speakers were, in general, more impersonal. The type of politeness encountered in the Spanish sample exemplified "positive politeness." A brief bibliography is included. (MSE)

ED 359 800

FL 021 347

Jones, Gary M., Ed.; Ozog, A. Conrad K., Ed.

Bilingualism and National Development.

PUB DATE- 93

NOTE- 172p.; Selected papers from the Bilingualism and National Development conference (Bandar Seri Begawan, Brunei Darussalam, December 9-12, 1991).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Bilingual Education; \*Bilingualism; Case Studies; \*Developing Nations; \*Economic Development; Elementary Secondary Education; \*English (Second Language); Foreign Countries; Language Maintenance; Language Planning; \*Language Role; Languages for Special Purposes; Models; Multilingualism; Policy Formation; Program Design; \*Public Policy; Second Language Programs

IDENTIFIERS- Brunei; Malaysia; Nigeria; Singapore

The subject of bilingualism is especially important in Brunei, a country with a multilingual population and a bilingual education policy, and it was felt that an international conference which examined bilingualism and bilingual education in a variety of 'development' contexts would be useful in reviewing and fine tuning of Brunei's already existing policies. Accordingly, the special theme issue of a journal on multilingual issues focuses on the conference theme of the relationship between bilingualism and national economic development. They include: "An Overview of Language and



Adult ESL Literacy Education in the United States: Developing a  
Learner-Centered Approach.

PUB DATE- Apr 92

NOTE- 35p.; Master's Thesis, University of Northern Iowa.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- \*Adult Literacy; Definitions; \*English (Second Language); Immigrants; Language Enrichment; \*Literacy Education; Program Descriptions; \*Student Centered Curriculum; Student Motivation; Student Participation; Teacher Student Relationship; \*Teaching Methods; Trend Analysis; Whole Language Approach

IDENTIFIERS- Family English Literacy

After a brief literature review, this paper examines the problem of defining literacy. It emphasizes the importance of using a flexible definition based on learners' needs and goals in social contexts in determining the goals of literacy instruction. In order to illustrate the wide variation in not only students' levels of English-language proficiency but also in their experience with literacy, different types of learners who may attend adult English literacy programs are described. An overview is provided of the types of programs available to immigrants in the United States, as well as some of the obstacles that may discourage adults from participating in these programs. Finally, the paper discusses a number of learner-centered approaches to English-as-a-Second-Language (ESL) literacy instruction that have been used for helping limited English proficient adults acquire skills that will empower them socially, politically, educationally, and economically. It is concluded that literacy educators must continue to investigate and use approaches that utilize teacher/learner collaboration. (Contains 30 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 820

FL 800 605

Ditmars, Jane W.

A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Community Services.

PUB DATE- 30 Jun 93

NOTE- 173p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Basic Skills; Cultural Enrichment; Curriculum Guides; \*English (Second Language); Language Arts; \*Lesson Plans; \*Literacy; \*Literacy Education; Mathematics; Multicultural Textbooks; Reading Materials; Second Language Instruction; Second Language Learning; Whole Language Approach

This manual provides specific lesson plans for teaching life skills and literacy to adult beginning readers and English-as-a-Second-Language (ESL) students. It includes four curricular sections: Focus on Language Arts, Focus on Life Skills and Literacy, Focus on Holidays and Observances and Focus on Survival Math. A total of 95 topics are presented. Each topic includes the following elements: an introductory lesson for individual tutoring or classroom instruction, a follow up lesson specifically for individual tutoring and a follow up

IDENTIFIERS- Washington (Seattle)

A Family Story Curriculum Project was implemented in three English-as-a-Second-Language (ESL) classes at the Refugee Women's Alliance (ReWA) center in Seattle, Washington. This project followed a successful storytelling project in which students remembered and told folktales from their native countries. The purposes of the Family Story curriculum were varied: to increase self-esteem, cultural adjustment, and language skills of the participants; to create student-generated materials that address family issues and bridge the cultural and generational gap between newcomers and their American-raised children; to print 5 to 10 stories for classroom use; and to train ReWA instructional staff in collecting and using family stories. All goals were easily met, with 17 ReWA staff trained and more than 24 stories printed. Curriculum materials and a description of the project were also developed. This document contains the following sections: (1) Training: Oral History and Journal Writing; (2) Pre-Collection Activities; (3) Collecting Stories; (4) Follow-up ESL Activities; and (5) Conclusion (including two major concerns that arose during the course of the project--the need for more ESL activities and management of the grief and sadness that accompanied student memories). Sample student illustrations are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 840

FL 800 662

Bishop, Alan J.  
Removing Cultural Barriers to Numeracy.

PUB DATE- Oct 92

NOTE- 16p.; Plenary address at the National Conference of the Australian Council for Adult Literacy (Sydney, New South Wales, Australia, October 9-11, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cultural Awareness; \*Cultural Context; Cultural Differences; English (Second Language); Ethnic Groups; Females; Foreign Countries; Literacy; Mathematics Anxiety; \*Mathematics Instruction; \*Mathematics Skills; Minority Groups; \*Number Concepts; \*Numeracy

A plenary address to an Australian conference on adult literacy focuses on cultural barriers to numeracy. Mathematics, and therefore numeracy, is considered as part of cultural knowledge. It is noted that over the last decade there has been a growing awareness of the cultural basis of mathematical knowledge and teachers can no longer assume that mathematics is culture-free and therefore value-free. Numeracy is defined as "the particular mathematical knowledge needed by every citizen to empower them for life in that society." It is shown that particular groups have experienced alienation from and conflict with mathematics as it is commonly taught. These groups include ethnic minority children in westernized societies, second language students, indigenous "minorities" in westernized societies, girls in many societies, western "colonial" students, fundamentalist religious groups, children from lower-class and lower-caste families, physically disadvantaged students, and rural students. It is suggested that the key is to first recognize the existence and legitimacy of different mathematical practices, and then search for similarities between them. All mathematical knowledge is analyzable into six main categories: counting, locating, measuring, designing,

Program Evaluation; Student Attitudes; Teacher Attitudes; \*Test Construction; Undergraduate Students; Undergraduate Study IDENTIFIERS- \*University of Connecticut

A 3-year research program at the University of Connecticut evaluated the effectiveness of a recently implemented general education curriculum on undergraduates. The research consisted of testing students for performance on locally developed test instruments created for each of six general education areas: (1) Science and Technology, (2) Foreign Languages, (3) Culture and Modern Society, (4) Philosophy and Ethical Analysis, (5) Social Science and Comparative Analysis, and (6) Literature and the Arts. Faculty and students were surveyed to determine their views. Test instruments for each of the six areas were developed by faculty, pilot tested one year and revised the next. Students were tested on the revised instruments during the final project year. The evidence pointed to modest, but clear, positive effects of the general education curriculum most evident in the Foreign Language and Science and Technology areas. Faculty reported strong and consistent support of virtually all goals of general education. Students, especially seniors, reported support for general education but showed dissatisfaction with lack of choice of courses within the curriculum. Extensive appendixes contain general education goal statements; sample procedures; a final testing report; project evaluation details; dissemination information; and summary reports used for dissemination. (JB)

ED 359 860

HE 026 548

Spicker, Stuart F.; Kushner, Thomasine  
Improving Hospital Ethics Committees (HEC): Educating across the Health Professions.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 31 Aug 89

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Ethical Instruction; \*Ethics; Higher Education; \*Hospital Personnel; Hospitals; Interdisciplinary Approach; Law Related Education; Legal Problems; Models; Outcomes of Education; \*Professional Continuing Education; Program Evaluation

IDENTIFIERS- \*Hospital Ethics Committees; \*University of Connecticut

A team at the University of Connecticut Health Center developed a model ethics and law curriculum for Hospital Ethics Committee (HEC) members. A multi-disciplinary project team composed of philosophers, lawyers, physicians, and social scientists developed a 7-day intensive bioethics/health law/medicine curriculum. The team designed the curriculum around three interrelated areas: committee structure and operation, analytic techniques, and topical issues. When the curriculum was in place, 47 participants from across the nation attended the seminars in three groups. Following the seminars, a working conference was convened for all 47 participants. Two significant outcomes were the production of a new bi-monthly journal, "HEC Forum," in which the essays written by the participants will be published, and the establishment of a national HEC network. To assess the impact of attendance on the seminar participants, information was gathered through the administration of scored pretests and posttests, and the

historical setting. The case study involved interviews with 11 faculty members of the Institute, interviews with people not in the department but instrumental in its establishment, and evaluation of relevant written material. Results are interpreted in terms of the arguments behind the emergence of the Institute including: the debates and introduction of media as a school topic; the organization of media and public policy; and arguments and motives of persons within the University. The development of a fully integrated curriculum and the Institute's final location within the Faculty of the Arts are recounted. (Contains 44 references.) (GLR)

ED 359 879

HE 026 576

Topor, Robert S.  
Media & Marketing--A Powerful New Alliance for Higher Education.  
PUB DATE- 93  
NOTE- 157p.  
LANGUAGE- English  
EDRS Price- Document Not Available from EDRS.  
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Colleges; \*Communications; Cooperatives; Higher Education; Institutional Advancement; \*Marketing; \*Mass Media Role; \*Mass Media Use; Media Research; Media Selection; Postsecondary Education; \*Publicity; \*Public Relations; Universities  
IDENTIFIERS- \*ProfNet

This book presents a step-by-step account of how to work with print and electronic media to achieve higher education marketing results. Chapters examine how to be the media/marketing person on campus, develop a media and marketing plan, gain access to the press and market the institution through news and the media, and getting higher education stories aired on radio, television, and into print. In addition, the book discusses the development and use of a higher education media list, provides tips from higher education news professionals on the use of the media, and examines the use of the media when handling crisis situations. The final chapters provide advice on how to measure the success of media campaigns as well as identifying reasons for success, and discuss the importance of using global thinking when designing media and marketing plans so that the institution's image is properly projected to the right audience. Information on using ProfNet, a cooperative of college and university public information officers linked via Internet to provide journalists and authors access to experts on the nation's campuses, is also provided. Contains a 63-item bibliography. (GLR)

ED 359 880

HE 026 577

Konrad, Abram G.  
A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario.  
PUB DATE- Apr 93  
NOTE- 42p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - General (140), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Administrator Role; Administrator Selection; \*College Administration; Colleges; Foreign Countries; \*Governance; \*Governing Boards; Government Role; \*Government

aid; (6) enrollment data by age, gender, and ethnicity; (7) enrollment by geographic origin; (8) faculty and staff data; (9) institutional finances; (10) the numbers of degrees conferred by level, discipline areas, and by gender and ethnicity; and (11) transfer students. Statistical data are presented in 66 tables and 32 charts and graphs and include data from public, private, and independent educational institutions. Among the specific areas presented are historical trend data for enrollment, percent data on the distribution of ACT-tested freshmen, tuition and fees required of typical full-time students, data on faculty tenure and salaries, data on current school expenditures and fund revenues, and data on library resources and operating expenditures. (GLR)

ED 359 898

HE 026 596

Cleve, John Van; Willson, A. Leslie  
Remarks on the Needed Reform of German Studies in the United States.

PUB DATE- 93

NOTE- 104p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - General (140), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Declining Enrollment; \*Enrollment Trends; \*German; German Literature; Graduate Study; Higher Education; \*Language; Second Language Learning; Second Language Programs; Undergraduate Study

IDENTIFIERS- \*German Culture

This book addresses the problem of the future of Germanics as a field of study at colleges and universities in the United States. It is noted that the study of Germanics has been losing tens of thousands of students for the past 25 years, that this slide downward is no longer attracting enough attention from the Germanics community, and if it continues, the field will die. First, the book describes the decline in German studies and the response thus far illustrating the seriousness of the crisis. Then it offers a general critique of the field of German studies and proposes an agenda for revitalizing the field of Germanics involving changes in the academic department, considerations in the training of graduate students in German studies, a review of the lessons learned from the teaching of business German in Mississippi universities, some local options for raising enrollment, and the need for more options for teachers in German language classrooms. An appendix contains the numbers of American and European-born professors of German at specific American colleges and universities. Contains 114 references and an index. (GLR)

ED 359 899

HE 026 597

Campbell, Malcolm B.

Sectoral Differentiation in British Higher Education:

Problematics of Mission in a Post-Binary System.

PUB DATE- 6 Nov 92

NOTE- 20p.; Paper presented at the Northeast Regional Conference of the Comparative and International Education Society (Pittsburgh, PA, November 6, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Access to Education; Colleges; Continuing

communicating with each other and the instructor(s) using computer conferencing; lessons may be paper-based, computer-based, or audio/video-based. The handbook is divided into three sections: (1) background information on the SMART model and typical student characteristics of adults learning at home; (2) techniques for conducting SMART classroom training (e.g., group and individual learning techniques, motivational techniques); and (3) methods for troubleshooting likely course problems (e.g., computer problems, lack of progress or achievement). A companion Handbook for SMART Course Conversion and Implementation is also available. (Author)

ED 359 918

IR 015 474

Hahn, H. A.; And Others

Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing.

SPONS. AGENCY- Army Research Inst., Boise, ID.

PUB DATE- 90

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Computer Networks; Conventional Instruction; \*Cost

Effectiveness; \*Course Evaluation; \*Distance Education;

Feedback; Instructional Effectiveness; \*Intermode Differences;

Microcomputers; Military Training; Postsecondary Education;

Program Implementation; Student Attitudes; \*Teleconferencing

IDENTIFIERS- \*Army Reserves; Computer Mediated Communication

The purposes of this research were to evaluate the cost effectiveness of using Asynchronous Computer Conferencing (ACC) and to develop guidelines for effectively conducting high quality military training using ACC. The evaluation used a portion of the Engineer Officer Advanced Course (EOAC) as a test bed. Course materials which taught the same content presented in the resident course were developed for the remote, asynchronous presentation. This delivery system was called the System for Managing Asynchronous Remote Training (SMART). The efficacy of remote presentation was compared to that of the resident program with regard to completion rate, performance, acceptability, and cost. A summative evaluation determined the cost effectiveness of the SMART presentation as compared with the resident training. A formative evaluation and literature review were used to develop guidelines for conducting ACC training. Summative findings indicated: (1) ACC training costs less than resident training; (2) there were no differences no differences between resident and ACC students on objective performance measures; (3) ACC students perceived greater learning benefits than resident students; (4) ACC training had greater user acceptance; and (5) resident training takes less time than ACC training and has a better completion rate. The formative findings indicated that: (1) deadlines and group activities were the most effective pacing total of 8 hours of work on a course per week is a reasonable total of eight hours of work on a course per week is a reasonable student requirement; (4) immediate feedback is preferable to delayed feedback; and (5) support communications, such as a telephone hotline, are critical to the success of an ACC course. This report provides guidelines for how ACC courses should be implemented to maximize performance and acceptance. It also presents evidence supporting the cost effectiveness of ACC as a method of remotely delivering training to the Army Reserve Components. (DB)

Language.  
 PUB DATE- Sep 92  
 NOTE- 12p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
 (120), Reports - Evaluative/Feasibility (142)  
 DESCRIPTORS- \*Access to Education; \*Computer Assisted  
 Instruction; Definitions; \*Distance Education; Educational  
 Environment; \*Educational Technology; Elementary Secondary  
 Education; Equal Education; Foreign Countries; Higher  
 Education; Learning; Models; \*Teacher Role; Teaching Methods;  
 Technological Advancement; Telecommunications  
 The meaning of distance education and the two approaches to it  
 that are commonly adapted are discussed. In most American  
 usage, distance education is structured learning where the  
 student and teacher are separated by space. A key distinction  
 in two types of distance education is the definition of  
 teacher. The teacher may be a person who instructs orally, or  
 the teacher may not be a person but a course in which content  
 is made available by other than the spoken word. The term  
 distance education began to be used after 1970 to describe the  
 purpose-built qualification-awarding industrial model  
 institutions. At present, the world of distance education is a  
 bimodal continuum in which one mode is this industrial model  
 based on a predesigned learning environment using fairly  
 mundane technology and the other (a more American approach) is  
 a model that seeks to develop high technology to increase the  
 size of an otherwise conventional classroom with an instructor  
 at its core. Both modes can contribute to the democratization  
 of access to knowledge and open learning. The variants of both  
 modes hold the key to massive expansion in educational  
 opportunity. Those who speak of a third generation of distance  
 education are speaking of the use of electronic information  
 technologies rather than models based on print and  
 broadcasting. A chart presents the two models of distance  
 education. (Contains 6 references.) (SLD)

ED 359 939

IR 016 159

Johnson, George  
 HDTV: In Search of a Policy.  
 PUB DATE- 6 Mar 93  
 NOTE- 46p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Reports - Evaluative/Feasibility (142)  
 DESCRIPTORS- Broadcast Reception Equipment; \*Broadcast  
 Television; \*Electronics Industry; Foreign Countries;  
 \*Government Role; Innovation; \*Policy Formation; \*Public  
 Policy; \*Standards; Technological Advancement  
 IDENTIFIERS- \*High Definition Television; Japan; United States  
 High definition television (HDTV) is an innovation in television  
 that promises improvement in the image the television receiver  
 displays. There are major differences between HDTV and the  
 current National Television Standards Committee (NTSC) formats,  
 and these technological changes are at the heart of debates  
 over the introduction of HDTV. The process of selecting a HDTV  
 standard is exacting and complicated, but no government  
 sponsored standard can be developed without the input of a  
 television industry that is in economic straits largely because  
 of foreign competition. The history of debate over HDTV  
 implementation is traced. The industrial policy issue is a real  
 concern in the United States. No matter which standard is

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General  
(050), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Authors; \*Childrens Literature; \*Creative Writing;  
Elementary Secondary Education; \*Librarians; Marketing; Media  
Specialists; Publishing Industry; School Libraries  
IDENTIFIERS- \*Writing for Children

This paper discusses why school librarians are well qualified to write for students and describes the following aspects of becoming a successful writer: (1) manuscript development, including choosing the type of material to write, gathering materials, deciding on the level of intended readers, and getting a manuscript illustrated; (2) publishing issues, including how to investigate publishers, contact publisher's representatives, or decide on self-publishing; (3) marketing concerns, including the services of publishing houses and opportunities for self-marketing; and (4) business responsibilities. (KRN)

ED 359 960

IR 054 465

Olen, Sandra

Books and Media for All South African Children in the 21st  
Century?

PUB DATE- Jul 92

NOTE- 47p.; Paper presented at the Annual Conference of the  
International Association of School Librarians (21st, Belfast,  
Northern Ireland, United Kingdom, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Access to Information; \*Childrens Literature;  
Developing Nations; Elementary School Students; Elementary  
Secondary Education; Financial Support; Foreign Countries;  
Graphs; Higher Education; Illiteracy; \*Indigenous Populations;  
Library Collections; Library Development; Library Education;  
Policy Formation; Problems; Reading Programs; \*School  
Libraries; Secondary School Students; Socioeconomic Influences;  
\*Student Teacher Attitudes

IDENTIFIERS- Library Policy; National Policy; \*South Africa

This paper identifies obstacles to physical and intellectual access and effective use of books and media by South African children and suggests some possible solutions. It also includes a description of a study of the attitudes of first-year student teachers at colleges of education and universities in the Transvaal towards school libraries. The paper includes nine graphs depicting the findings. Obstacles to access identified in South Africa are similar to those in other developing countries and include: socio-economic problems, illiteracy, lack of reading tradition, insufficient library facilities or information technology for the majority of the population, few books published locally by black writers in indigenous languages, and few qualified media teachers. Resources found in South Africa include many well-stocked media centers, some centralized and regional media collections, training courses for media teachers, and programs to encourage reading undertaken by READ Educational Trust (an independent organization) in many of the disadvantaged schools. Ways to make books and media accessible to all children include the redistribution or sharing of resources, community libraries,



Public Library Settings for Greater Efficiency and Enhancing  
Volunteer Library Appeal: A Rural Arizona Public Library  
Experience.

PUB DATE- 15 May 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Efficiency; Library Administration; \*Library  
Circulation; Library Materials; \*Library Technical Processes;  
Organizational Objectives; \*Public Libraries; Records  
Management; \*Rural Areas; \*Volunteers; Volunteer Training  
IDENTIFIERS- \*Arizona; \*Circulation (Publications)

Papers on two projects are presented that deal with the effective use of volunteers in rural public libraries. The first paper on simplifying manual circulation techniques, explains a circulation system that volunteers in a rural library can use easily and efficiently. Setting only four due dates a month and filing all materials alphabetically in only adult and juvenile files makes it possible for volunteers to easily locate, check in, and renew materials. All four due dates are stamped on circulation cards, and the date that is uppermost is the due date for the material. Renewal simply means turning the card to the appropriate new date. The second paper describes the effective use of volunteers in the Chino Valley Public Library (Arizona), where volunteers perform services in a variety of ways, for an average of 200 volunteer hours a month. The volunteer presence is vital to the continued operation of this library. (Contains 11 references.) (SLD)

ED 359 980

IR 054 617

Ridley, Dennis R.; Jones, Anthony V.  
University Library Borrowing: Two Studies Illustrating a  
Methodology.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*College Libraries; \*College Students; Comparative  
Analysis; Higher Education; Library Automation; \*Library  
Circulation; Library Materials; Library Surveys; \*Novels;  
\*Online Systems; \*Research Methodology; Use Studies; Western  
Civilization

IDENTIFIERS- Christopher Newport College VA; \*Classics  
(Literature)

The frequency with which students borrow works of literature that can be called eminent or great works from a university library was examined in two studies that are interesting for their methodology and their findings. An operational definition of great or eminent works was developed, and a list of such works was derived from three sources on Western culture. In the first study, circulation records for 45 eminent novels from the list were studied for the last 10 years, and a rate was developed from dividing the number of checkouts by the elapsed time in years since the first circulation stamp during the 10 years. Obtained ratios for each volume of the same work were simply together. In the second study, the same sample of works was studied through the library's online circulation system for the recent past. The only difference between the two studies was in the method of obtaining the basic data (i.e., an automated or online system in the second study rather than the older manual system in the first study). Library material borrowing results

learning" is the purpose of community colleges. Under the old paradigm, community colleges are judged not on the basis of their output, but on the basis of inputs. The focus on instruction, rather than on learning, has made educational innovation suspect. Once this key assumption of the old paradigm is recognized, it becomes easier to recognize and undo the corollary assumptions. Under the old paradigm, faculty were primarily teachers providing classroom-based instruction. Under the new paradigm, faculty become designers and managers of learning experiences and environments. The new paradigm calls on colleges to judge their success not on the quality of instruction but on the quality of learning, allowing for fulfillment of the student outcomes accountability movement. Under the old paradigm, productivity is defined as cost per hour of instruction per student, while under the new paradigm, it is defined as cost per unit of learning per student. A table lists and compares assumptions of the old and new paradigms in the seven categories of mission, purposes, criteria for success, structures, means to ends, nature of roles, and learning context. (Author/PAA)

ED 359 998

JC 930 346

Koppel, Sheree P.; Osborne, Jeanne S.

A Report on the KAIR Survey of Information Sharing Needs.

PUB DATE- 18 May 93

NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Records; Articulation (Education); Colleges; \*College Transfer Students; Community Colleges; Confidential Records; \*Disclosure; Higher Education; \*Information Needs; Institutional Research; Student Records; Student Rights; Transfer Programs; Two Year Colleges; Two Year College Students

IDENTIFIERS- AIR Forum; \*Kentucky; Kentucky Association for Institutional Research

The purpose of this study was to assess the need for information about transfer students of both "sending" institutions (schools from which students transfer) and "receiving" institutions (schools to which students transfer) and to assess also the institutions' capacity for and willingness to enter into data-sharing activities. The survey instrument was distributed to 97 Kentucky public and private postsecondary KAIR (Kentucky Association for Institutional Research) member institutions, of which 32 sent usable responses (a 33% response rate). Study findings, included the following: (1) "sending institutions overwhelmingly responded that their needs included specific demographics on transferring students, where specific students transfer, transferred student grade point averages (GPA's) at new institutions, degrees earned by transfer students, specific student persistence information, and the time required to complete degree programs; (2) much of the information required by receiving institutions is ordinarily available on student transcripts (except for an American College Testing program (ACT score); (3) 72% of the respondents felt that it would be permissible to share data, although such responses came with qualifying caveats, including concerns for student confidentiality, student notification about the release of

Conklin, Karen A.  
Career Program Completers: Class of 1991-92.  
PUB DATE- Aug 93  
NOTE- 79p.; Cover title differs slightly.  
LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Research/Technical (143), Test, Questionnaires, Evaluation  
Instruments (160)  
DESCRIPTORS- Careers; Community Colleges; Educational Objectives;  
\*Education Work Relationship; \*Employer Attitudes; Graduate  
Surveys; \*Outcomes of Education; \*Participant Satisfaction;  
Program Evaluation; Relevance (Education); Salaries; Student  
Attitudes; Two Year Colleges; Two Year College Students;  
\*Vocational Education; Vocational Followup

IDENTIFIERS- \*Johnson County Community College KS  
As a major component of Johnson County Community College's  
(JCCC's) annual institutional effectiveness assessment, follow-  
up studies are conducted of students completing a career  
program during the previous academic year and of their  
employers. In November 1992, surveys were mailed to 733 program  
completers, 489 of whom responded for a response rate of 85%.  
In addition, 257 employers were identified by respondents  
working in jobs related to their programs of study, 79.8% of  
whom (n=205) returned usable questionnaires. Study findings  
included the following: (1) 8 out of 10 respondents were  
working in a job related to their career program, although 21%  
were working part-time only; (2) the average hourly wage of  
respondents working full-time was \$11.47, up from \$11.28 in  
1991; (3) fewer respondents had earned an associate degree in  
1992 than in 1991, while more had earned a vocational  
certificate; (4) nearly 83% of the respondents reported feeling  
more self-confident as a result of their experience at JCCC,  
and 97% of respondents would recommend JCCC to friends; (5) the  
lowest levels of satisfaction were reported for job placement  
services (38% positive rating), the availability of financial  
aid (41%), and the registration process (65%); (6) despite the  
recent completion of a career program, 30% of respondents were  
enrolled in classes; and (7) 91.5% of the employers rated JCCC  
completers as very good in terms of job-related conceptual  
knowledge, 85.5% as very good in terms of technical skills, and  
another 91% as very good with respect to attitude and quality  
of work. Detailed data tables, survey instruments, and follow-  
up letters are appended. (MAB)

ED 360 015 JC 930 363

Marshood, Nabil  
Assessment of Field Placement.  
PUB DATE- 93  
NOTE- 10p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Community Colleges; \*Course Content; Course  
Descriptions; \*Evaluation Criteria; Experiential Learning;  
\*Field Experience Programs; \*Grading; \*Human Services; Models;  
Questionnaires; \*Student Evaluation; Student Experience;  
Student Improvement; Student Records; Two Year Colleges; Two  
Year College Students; Vocational Evaluation  
IDENTIFIERS- Hudson County Community College NJ  
While field placement in human services programs is an extremely  
important practical phase of training, it has generally not

\$577,000, or 3.9% of the total budget, for learning resources activities and programs. Tables and a review of CFCC's mission and objectives are included. (PAA)

ED 360 031

JC 930 386

Point of Graduation Survey, 1992-93: Report of Findings.

PUB DATE- 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ancillary School Services; \*College Graduates; Community Colleges; Comparative Analysis; \*Graduate Surveys; \*Participant Satisfaction; School Surveys; \*Student Attitudes; Student Behavior; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup

IDENTIFIERS- Sinclair Community College OH

Instead of relying on graduates' perceptions of their educational experiences a year or more after graduation, Sinclair Community College in Dayton, Ohio, decided to survey students applying for graduation about their recent experiences. Questionnaires were sent to all 1,450 graduating students in the 1992-93 academic year, with 872 returning completed surveys for a 60% response rate. Responses were received from the students in the academic divisions of allied health (29%), business technologies (26.9%), engineering technologies (13.8%), extended learning and human services (11.8%), liberal arts and sciences (7.6%), and fine and performing arts (6.9%). Study findings included the following: (1) in ratings of courses, quality of instruction received the best mean rating and course availability the least positive mean rating; (2) in general, students rated the courses in their divisions as somewhere between "excellent" and "good"; (3) compared to the previous year, services receiving more favorable ratings were veterans' services, disability services, tutoring, student activities, and the bookstore, while financial aid and registration received noticeably poorer ratings; (4) at the time of their initial enrollment, over 75% of the respondents reported being "very" or "somewhat certain" of their educational goals; (5) the average length of time that respondents took to complete their educational goals was 3.5 years; (6) 65.8% of the respondents reported being currently employed, of whom 67.5% indicated that their jobs were related to their majors; and (7) 49% of the respondents stated an intention to transfer to a four-year institution. Data tables and the survey instrument are included. (PAA)

ED 360 032

JC 930 388

Former Student Survey.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Comparative Analysis; Dropout Research; \*Dropouts; Paying for College; School Surveys; Stopouts; \*Student Attitudes; Student Attrition; \*Student Behavior; Student Educational Objectives; Student Problems; Two Year Colleges; Two Year College Students; Withdrawal (Education)

IDENTIFIERS- Sinclair Community College OH

decline in breast-feeding, and types and indicators of feeding; (2) "Anatomy and Physiology of the Mammary Glands"; (3) "Lactation: Its Advantages and Consequences," including explanations of nutritional, anti-infective, and psychological advantages, and discussions of mothers' nutritional status and planned parenthood; (4) "Managing Breast-feeding," which explains the procedure for, possible difficulties with, and actions to promote breast-feeding; (5) "Artificial Feeding"; and (6) "Weaning and Diversification," which discusses the relationship between diet and child development, and foods that can supplement breast milk. Recommendations for additional reading are provided. Appendices include sample questions for use in surveys on breast-feeding indicators; a list of 10 prerequisites for successful breast-feeding; and a summary of the international code for infant feeding. (MM)

ED 360 050

PS 021 513

First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992.

PUB DATE- Jun 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Involvement; \*Educational Legislation; \*Educational Planning; Employer Supported Day Care; Policy Formation; Preschool Children; \*Preschool Education; State Government; \*State Programs

IDENTIFIERS- \*Colorado; \*First Impressions; Public Awareness

The First Impressions initiative was created in 1987 by Governor Roy Romer of Colorado to increase public awareness of the critical importance of the first 5 years of life, assist communities in developing effective programs for young children and their families, and influence early childhood policy and practice. In 1991-92, the priorities of First Impressions were to: (1) build community coalitions to address early childhood issues locally; (2) stimulate the development of innovative initiatives that improve the lives of young children and their families; (3) assist in developing a statewide children and families agenda; and (4) promote the concept of community investment in early childhood as an investment in the future. Activities focusing on these priorities included community forums on families and children, the creation of an Early Childhood Professional Standards Task Force, the expansion of the Parents As First Teachers program, and the exploration of options for reducing parents' travel related to child care. Other accomplishments included the expansion of Colorado's statewide system of child care resource and referral, the creation of the Colorado Business and Child Care Council to assess and promote private sector involvement in child care, and coordination of a strategic plan for Colorado's families and children. Throughout the year, Governor Romer and First Impressions' staff pursued various avenues to heighten public awareness of the issues of young children. (AC)

ED 360 051

PS 021 514

Dubow, Eric F.; And Others  
Development and Evaluation of a School-Based Stress and Coping Curriculum.

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Biennial Meeting of the

study of preschool children that examined whether structuring false belief tasks to provide opportunities for genuine social interaction would provide evidence of the earlier interpersonal roots of a theory of mind. Results support the Vygotskian claim that children may give evidence of an ability to operate under a more sophisticated theory of mind when they are engaged in social interaction with a more competent peer than when they are tested alone in a traditional false belief task. (MM)

ED 360 070

PS 021 566

Legault, Frederic  
Gender Differences in the Perceptions of Affiliative Networks in Primary School.

PUB DATE- 28 Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Age Differences; Comparative Analysis; Elementary Education; \*Elementary School Students; \*Peer Groups; \*Peer Relationship; Self Concept; Sex Bias; \*Sex Differences; \*Social Networks; Sociometric Techniques

IDENTIFIERS- \*Sociometric Status

This study explored the development of children's representations of the affiliative structure of their peer group during primary school. Subjects were 467 boys and girls in first through sixth grade, who were assessed using a standard sociometric procedure and asked to give their perception of the existing networks in their peer group. Variance analysis was conducted by gender and grade level. Results showed that across all age levels, both girls and boys perceived themselves to be mainly affiliated with individuals of their own gender and that this pattern increased as a function of grade level. Exhaustivity and accuracy of the perceptions do improve with age, girls surpassing boys. In addition, both sexes appeared to show a better perception of the peer networks of their own gender, yet this pattern fluctuated with age. Results are discussed in light of current research on gender segregation, gender differences, and cognitive processes involved in social categorization. (Author/MM)

ED 360 071

PS 021 567

Levy, Gary D.; Katz, Phyllis A.  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.

SPONS. AGENCY- Toledo Univ., Ohio.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Blacks; Black Stereotypes; \*Childhood Attitudes; \*Cognitive Development; Comparative Analysis; Peer Relationship; \*Preschool Children; Preschool Education; \*Racial Attitudes; Racial Bias; Racial Differences; Recall

abilities. These intelligences were identified as logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. These units, however, bear striking resemblance to cognitive style constructs and intelligence quotient factors identified by others in unified theories of intelligence. In fact, MI theory merely adapts factors identified as primary abilities in factor analyses of data derived from intelligence tests and relabels them as intelligences. A review of the literature on cognitive styles shows numerous compatibilities between styles of cognition and the MI intelligences. For example, the logical-mathematical intelligence is applied to individuals who are sensitive to logical or numerical patterns and have the ability to handle long chains of reasoning, and whose ideal career is as scientists or mathematicians. These characteristics are compatible with the cognitive style identified as field-independent, and also with numerical ability, one of the factors identified by intelligence factor analysis. While single factor constructs of intelligence have certainly been invalidated by current research, the label of separate intelligences for aspects of cognition does not appear to be warranted. Critiques of each of the seven MI intelligences and 97 references are included. (BCY)

ED 360 089

PS 021 615

Snoddy, Vickie; And Others

A Study of Stereotyping of Infants and Toddlers.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (44th, Biloxi, MS, March 23-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; Child Development; Cultural Traits; Family Environment; \*Family Influence; Infants; Interviews; \*Parent Attitudes; \*Parent Child Relationship; Parent Role; \*Preschool Children; Preschool Education; \*Sex Role; \*Sex Stereotypes; Sexual Identity; Toddlers; Toys

To examine parental sex stereotyping of young children, a study was undertaken in spring 1993 of 59 parents and caregivers and their infant and toddler children at child care centers and schools in Arkansas. Interviews and observations were conducted of the parents/caregivers, focusing on the types of toys bought for children, the toys that the family encouraged children to play with, views on allowing children to play with toys traditionally associated with the opposite sex, feelings about names used for both boys and girls (i.e., Jamie, Kelly, etc.), the importance of showing males and females in traditional and/or non-traditional roles, and willingness to fill non-traditional roles at home, although the spouse might perform them better, to provide a model for children. Study findings included the following: (1) 68% of the parents bought toys considered traditional for the child's gender, while 2% bought gender-neutral toys; (2) 75% of the parents' families encouraged children to play with traditional toys, 2% with toys considered non-traditional, and 20% with educational toys; (3) 76% of the parents thought that children should be allowed to play with non-traditional toys; (4) names used for both sexes were disliked by 41% of the parents, citing the possibility of teasing by other children; (5) 37% thought it was important for children to see males and females in traditional roles, 25% in

framework for alcohol education that integrates physical, spiritual, mental, and emotional perspectives. The rubric of science alone will not alter the impact that alcohol and alcohol abuse have had on the lives of some American Indian students. This unit of the curriculum focuses on the digestion and metabolism of alcohol. It discusses: (1) the concept of holism; (2) the four basic processes of the alimentary canal; (3) the value of the machine model of the body; (4) physical and chemical actions of digestion in the mouth; (5) peristalsis in the esophagus; (6) roles of the stomach, intestines, liver, and pancreas in digestion; (7) disruption of the stomach's normal functions by alcohol; (8) alcohol metabolism in the liver; (9) damage to the liver and pancreas by alcohol; (10) digestion of food compared to that of alcohol in the mouth, esophagus, and small intestines; and (11) effects of alcohol on the urinary tract. This unit contains a participant's handbook, 21 references, a glossary, 24 handouts and accompanying overhead transparencies, tips for a successful training session, and an evaluation form. (SV)

ED 360 107

RC 018 605

Jacobs, Cecelia; And Others

The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit and Participant Booklet.

SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

PUB DATE- Jan 90

NOTE- 197p.; For other units in this curriculum, see RC 018 603-604. Transparencies duplicative of text pages have been removed from ERIC copy.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Alcohol Abuse; \*Alcohol Education; \*American Indian Education; Drinking; Holistic Approach; \*Physiology; Postsecondary Education; Science Education; Teacher Education; Units of Study

IDENTIFIERS- \*Brain; \*Nervous System

The Science of Alcohol Curriculum for American Indians uses the Medicine Circle and the "new science paradigm" to study the science of alcohol through a culturally relevant holistic approach. Intended for teachers and other educational personnel involved with American Indians, this curriculum aims to present a framework for alcohol education that integrates physical, spiritual, mental, and emotional perspectives. The rubric of science alone will not alter the impact that alcohol and alcohol abuse have had on the lives of some American Indian students. This unit of the curriculum focuses on the central nervous system (CNS) and its responses to moderate drinking and alcohol abuse. It discusses: (1) the Medicine Circle as a better model than the machine for studying the CNS; (2) the importance of culturally relevant education; (3) the structure of neurons, process of a synapse, and function of neurotransmitters; (4) effects of alcohol on neurons; (5) roles of the cerebrospinal fluid and the blood-brain barrier in brain functioning; (6) alcohol effects on the hindbrain, midbrain, and forebrain; (7) differences in alcohol reactions of high and



useful in creating a learning experience based on patterns of group behaviors. Michael Glass has identified steps in the creation of isomorphic experiences that are helpful to instructors. (KS)

ED 360 124

RC 019 231

McGrew-Zoubi, Robin R.

Forming Consortia: A Promising Approach to Restructuring in the Small School.

PUB DATE- Mar 93

NOTE- 6p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Change Agents; \*Consortia; \*Curriculum Development;

\*Educational Change; Elementary Secondary Education; Higher Education; Professional Development; Rural Schools; School Districts; \*Shared Resources and Services; \*Small Schools

IDENTIFIERS- Oregon; Small School Districts

Small schools may resist educational reform because they view the implementation of change as too costly and time consuming. Formation of a consortium of small schools allows the pooling of staff and resources, thereby increasing capabilities while maintaining the positive attributes of small schools. In rural northeastern Oregon, eight small school districts formed a consortium to implement state-mandated changes toward a goal-based curriculum. Initially, many area teachers were skeptical about both the reform effort and the consortium. A council composed of representatives from each district and the local college received training in curriculum development, program implementation, and related matters and disseminated the information to their member districts. Teachers in each discipline worked in curriculum study groups to develop curriculum guides that blended traditional content with the outcomes-based and process-oriented goals of the statewide program. These work groups met monthly for 1 year, with college credit available to participants. Working together sparked excitement for innovative teaching practices and improved teachers' self-esteem and sense of empowerment. Continued collaboration and peer mentoring contributed to the successful implementation of the curriculum projects. Districts that were highly committed to the consortium in terms of financial support and personnel showed the greatest implementation of change. (SV)

ED 360 125

RC 019 233

Basabas-Ikeguchi, Cecilia

The Issue of Relevant Education: Theories and Reality.

PUB DATE- 91

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Access to Education; Community Support; Developing Nations; Educational Finance; Foreign Countries; \*High Schools; \*Parent Participation; \*Relevance (Education); Rural Development; \*Rural Education; \*Vocational Education

IDENTIFIERS- \*Philippines

The barangay high schools (BHS) in rural areas of the Philippines

Pare, Joan

Unemployment and Child Abuse in a Rural Community: A Diverse Relationship.

PUB DATE- 22 May 92

NOTE- 14p.; Paper presented at the National Symposium on Child Victimization (8th, Washington, DC, May 22, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Child Abuse; Employment Patterns; Family Life; Leisure Time; Parent Child Relationship; \*Rural Family; \*Seasonal Employment; \*Stress Variables; \*Unemployment

IDENTIFIERS- \*Job Stress

Both the literature and common beliefs suggest that unemployment increases family stress and child abuse. To test this idea, data were collected on monthly unemployment rate and number of child abuse complaints during 1978-91 in a rural county in the northwestern United States dependent on the lumber industry. Unexpectedly, the data showed that there was a strong negative correlation between unemployment and child abuse. Interviews with 50 families revealed that lumbering activities were usually suspended during the spring thaw, and that this period of anticipated unemployment affected families in positive ways, providing time for leisure activities and parent-child interaction. On the other hand, lumbermen worked long hours during the late summer and families in which child abuse had occurred reported increased job stress and alcohol consumption among men during this time and increased stress for wives from carrying all other responsibilities alone. Suggestions for social-work interventions during high-stress employment periods include provision of support groups for mothers, parent education, and children's activities. (SV)

ED 360 144

RC 019 274

Ortiz, Robert W.

Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Acculturation; Child Rearing; Educational Attitudes; Elementary School Students; \*Family Life; \*Fathers; Mexican American Education; \*Mexican Americans; Parent Role; \*Parent Student Relationship; Primary Education; \*Reading Habits; Socioeconomic Status; Young Children

IDENTIFIERS- California (Los Angeles County); Hispanic American Students; Latinos; \*Writing Habits

A survey examined the reading and writing practices, educational attitudes, and family background of 38 Mexican-American fathers with children in grades K-2 in Los Angeles County public schools. Literacy practices examined included reading and writing within and outside the home, alone, or with their

Initiative, Iuka, Mississippi; (7) Jefferson County Public Schools, Louisville, Kentucky; and (8) Science for Early Education Development, Caltech Pre-college Science Initiative/California Institute of Technology & Pasadena Unified School District, Pasadena, California. (PR)

ED 360 163

SE 053 541

Learning To Meet the Science and Technology Challenge.

PUB DATE- Dec 92

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - General (140)

DESCRIPTORS- Educational Change; \*Educational Policy; \*Educational Research; Elementary School Science; Elementary Secondary Education; Engineering Education; \*Federal Regulation; Higher Education; High Schools; \*Mathematics Education; National Programs; Science Curriculum; \*Science Education; Science Instruction; Science Teachers; Secondary School Science; Standards; Teacher Education; Teachers; Technology

IDENTIFIERS- America 2000; \*National Education Goals 1990

This report provides an analysis of issues and recommendations for further implementation of the National Education Goals and the America 2000 National Education Strategy related to education in mathematics, science, engineering, and technology. This report considers teachers and teaching at every level. The report focuses on the need to build a stronger foundation for understanding mathematics and science throughout society by placing special emphasis on the improvement of elementary and secondary education in these fields for all children. The titles of the chapters are: (1) "Background"; (2) "Education in Science and Mathematics: Meeting the National Education Goals"; (3) "Nurturing Special Aptitudes: Developing Superb Scientists and Engineers"; (4) "Who Shall Lead the Way? Teachers of Science, Mathematics, Engineering, and Technology"; (5) "Learning Through Research"; and (6) "Recommendations." (PR)

ED 360 164

SE 053 543

Winrich, Ralph A.; Samuel, Mary

Primary Planets and Elementary Moons: Activities for Primary Students.

PUB DATE- 83

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Astronomy; Elementary School Science; Elementary School Students; Learning Activities; Primary Education; \*Science Activities; \*Science Instruction; Science Materials; \*Solar System; Space Exploration; \*Space Sciences

IDENTIFIERS- \*Moon; Planets

This booklet was designed to supplement existing classroom studies on the subject of the solar system at the primary level. Science and mathematics activities for studying moons, planets, and space craft are presented. (PR)

ED 360 165

SE 053 544

Pathways to Excellence: A Federal Strategy for Science,

PUB DATE- Oct 92

NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Custer State Park, SD, October 7-10, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Definitions; Elementary School Science; Elementary Secondary Education; \*Hypothesis Testing; \*Inferences; \*Knowledge Level; \*Observation; Process Education; Science Activities; \*Science Instruction; \*Science Teachers; Science Tests; Scientific Concepts; Secondary School Science; Teacher Characteristics; Vocabulary

IDENTIFIERS- \*Science Process Skills

When teachers search the literature for activities they can do with their students, they are exposed to science process vocabulary that is improperly used and ambiguous in meaning. This is particularly so with the science process skills of observing, inferring, and hypothesizing. This study examines the process understanding of science teachers at various levels in order to see if concerns about their misunderstandings are warranted. To accomplish this goal the Science Process Questionnaire (SPQ) was developed for assessing each teacher's understanding of science processes of observing, inferring, and hypothesizing. The SPQ was administered to 1,378 teachers in 12 states. Total percentage scores (average percentages of correct scores in response to observation inference, and hypothesis statements) are reported: preservice elementary teachers (67%), elementary teachers (70%), preservice secondary teachers (72%), secondary teachers (69%), and college science and science education teachers (77%). Ranges of percentages of correct scores were 84%-93% for observation statements, 59%-77% for inference statements, and 57%-74% for hypothesis statements. (PR)

ED 360 186

SE 053 573

Rillero, Peter

The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Conference of the National Association of Research in Science Teaching (Atlanta, GA, April 20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Demonstrations (Educational); \*Educational Change; Educational Philosophy; Elementary Secondary Education; Field Trips; Higher Education; Science Activities; Science Curriculum; \*Science Education History; \*Teacher Education; Teacher Educator Education; Teaching Methods; Textbooks; Theory Practice Relationship

IDENTIFIERS- Enlightenment Thought; Nature Study Movement; Normal Schools; \*Object Teaching; Pestalozzi (Johann Heinrich); Sheldon (Edward Austin); State University of New York Coll at Oswego

The object teaching revolution challenged the 19th century American education practices of learning by rote memorization and relying on the textbook and teacher for knowledge. The American version of object teaching evolved from Pestalozzi's

"interjudge" reliability for five groups of judges on seven rating categories on a band/orchestra adjudication form and determine the extent to which category ratings are interrelated. Interjudge reliability coefficients for three sets of judges were found to be marginally acceptable (in the .80s); those for the other two sets of judges (.67 and .54) were not. Interjudge reliability coefficients for the various category ratings were generally much lower than those for the final ratings. Two performance categories (technique and intonation) were the best predictors of final ratings. The categories "selection" and "general effect" contributed nothing toward predicting the final ratings. (Author/DB)

ED 360 205

SO 022 791

Foard, Douglas, Ed.; Regoli, Michael, Ed.  
Columbia Quincentenary. Special Issue.

PUB DATE- 91

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Historiography; \*History Instruction; Instructional Materials; Teaching Methods; United States History; \*World History

IDENTIFIERS- \*Columbus (Christopher); \*Columbus Quincentenary

This special theme issue of the OAH Magazine of History contains articles that present a variety of perspectives on the Columbian Quincentenary--the 500th anniversary of Christopher Columbus's voyages of discovery. The articles include: "Exploring the Columbian Quincentenary through Historiography" (John Hebert); "Science, Religion, and Columbus's Enterprise of the Indies" (Pauline Moffitt Watts); "Columbus's Spain" (Jose Manuel Nieta Soria); "The Columbian Quincentenary: A Necessary Reassessment" (Kirkpatrick Sale); "The Hemispheric Roots of the Columbian Voyages" (Lynda N. Shaffer); "The Early Black Diaspora in the Americas: The First Century after Columbus" (Colin Palmer); "The Seeds of Change" (Herman J. Viola); "The Columbian Voyages in Historical Perspective" (Louis R. Harlan). Three lesson plans, ideas for teachers, an annotated list of ERIC/CHES educational resources concerning Columbus and the impact of his discoveries on the world, and a National History Day quincentennial supplement also are included. (DB)

ED 360 206

SO 022 835

Cagle, William, Ed.

President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.

PUB DATE- 92

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Collected Works - General (020)

DESCRIPTORS- High Schools; High School Students; Intermediate Grades; Junior High Schools; \*Presidents of the United States; \*Student Projects; Student Research; \*United States History

parents or extended family. The assumption of the study is that preschool education level would achieve its aims and meet societal demand if the aims, admission system, curriculum, teacher training, and administration were available and well established and each of these elements is examined in relation to each of the three countries under study. Despite the cultural differences between the Arab countries and Japan, the study reveals that there are more similarities than differences concerning educational goals. The three societies always have been under the influence of traditions and moral values internally, and the influence of western educational theories externally. Both Egyptian and Japanese societies pay great attention to preschool education. These two countries stress moral education especially at this early level. In Oman because of limited resources there is no specific curricula for this age level. (DK)

ED 360 225

SO 023 171

Oliker, Michael A.

B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies.

PUB DATE- 93

NOTE- 38p.; Papers presented at the Meetings of the Midwest Philosophy of Education Society (Chicago, IL, November 13, 1992) and the Middle Atlantic States Philosophy of Education Society (Binghamton, NY, March 6, 1993). The fourth bibliography may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Educational Philosophy; Educational Principles; Educational Research; Elementary Secondary Education; \*Foundations of Education; \*Philosophy; Social Science Research; Social Scientists

IDENTIFIERS- \*Analytical Philosophy of Education; McGregor (Douglas); Smith (B Othanel)

This collection of documents concerns the Analytical Philosophy of Education (APE) and its history. APE was the dominant approach to philosophy of education during the 1960s and 1970s; it is no longer fashionable. The main paper included in this collection sketches the history of APE and attempts to show its relevance to the idea of "institutional democracy." APE is applied to an address by former Midwest Philosophy of Education Society President Arthur Brown's Presidential Address on "institutional democracy," which draws upon the work of famed management theorist Douglas McGregor. The use of the methods of APE on Brown's and McGregor's texts show that McGregor's use of the word "democracy" is much less clear than Brown's; McGregor's research may not support Brown's views. This paper includes 24 notes and is accompanied by an outline of McGregor's thought and career, a supplemental bibliography of three books and two selected articles by McGregor and a list of discussion questions for the Binghamton presentation. The remaining documents included are four bibliographies entitled respectively, "Founders of Analytical Philosophy of Education"; "History of Analytical Philosophy of Education"; "Students and Faculty in Foundations of Education at Temple University"; and "Critical Thinking and Philosophical Analysis." (DB)

ED 360 226

SO 023 172

Education Outcomes. Center for Research on Women Working Paper Series No. 246.

SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.

PUB DATE- 91

NOTE- 27p.; Paper presented at the Annual Meeting of the American Sociological Association (Cincinnati, OH, August 24, 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Females; Grade 8; Grade 10; Higher Education; High Schools; High School Students; Junior High Schools; Junior High School Students; Males; \*Outcomes of Education; \*Racial Factors; \*Sex Differences; \*Socioeconomic Status

IDENTIFIERS- High School and Beyond (NCES); High School Sophomores; National Education Longitudinal Study 1988

This study is part of an on-going research project to assess differences in educational attainment when controlling for race, sex, and socioeconomic status. The National Educational Longitudinal Survey (NELS) 1988 of 8th graders and a survey of 10th graders, High School and Beyond 1980-82 (HSB), were utilized to obtain data that were then analyzed. This research found that socioeconomic status determined educational outcomes more than any other variable. This result is in keeping with the findings in previous research. In addition, the study found that the school performance of low socioeconomic status boys is not as good as that of girls from low socioeconomic backgrounds in the eighth grade sample. This finding was consistent across racial and ethnic groups. The finding did not hold true in the high school sample however. Although this result was due in part to the fact that many low performing boys may have dropped out, those boys who remained in school made considerable gains relative to girls as they approached graduation. Boys from higher socioeconomic homes did as well as or better than girls in both data sets. Nevertheless, girls expressed a greater interest in college, especially girls from higher socioeconomic backgrounds. Black and Hispanic girls were more likely to take advanced placement examinations. This may reflect the better employment opportunities many boys have right after high school. Many Black young men and some Hispanics express interest in the military as an alternative to college. (DK)

ED 360 244

SO 023 283

Nagy-Darvas, Judith

The Studio in a School Association Professional

Development/Mentoring Program, 1991-92. OREA Report.

PUB DATE- 92

NOTE- 54p.; Appendix E on the staff ratings of the importance of arts education has extremely small, barely legible print.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Art Education; \*Artists; \*Art Teachers; Educational Research; Elementary School Students; Interdisciplinary Approach; \*Mentors; Modeling (Psychology); Primary Education; \*Professional Development; \*Teacher Education; Teacher Workshops; Teaching Models

IDENTIFIERS- \*Studio in a School MY

The Studio in a School was an experimental program in which artists train selected classroom teachers with no formal art background to link art activities with other content area

Development" (Andrew Gonzalez); "Implementing Bilingualism: Brunei in Perspective" (John Edwards); "Multilingualism and Bilingual Education in Brunei Darussalam" (Gary Jones, Peter W. Martin, A. Conrad K. Ozog); "Bilingualism and National Development in Malaysia" (Ozog); "Two Tongue Tied: Bilingualism in Singapore" (Anne Pakir); "How Not To Embark on a Bilingual Education Policy in a Developing Nation: The Case of Nigeria" (J. A. Oladejo); "European Models of Bilingual Education: Practice, Theory, and Development" (Hugo Baetens Beardsmore); "Fostering Bilingualism and National Development through School Second Language Study" (Richard B. Baldauf, Jr.); "Planning English Language Acquisition in ESL and EFL Societies: Development and Maintenance of Languages and Cultures" (Bjorn H. Jernudd); and "The Hegemony of English in Science and Technology" (Robert B. Kaplan). (MSE)

ED 359 801

FL 021 348

Liddicoat, Anthony, Ed.

Language Planning and Language Policy in Australia.

PUB DATE- 91

NOTE- 230p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Applied Linguistics; \*Bilingual Education; Deafness; Educational Demand; Foreign Countries; Indigenous Populations; Interpreters; \*Language Attitudes; \*Language Planning; Language Research; \*Language Role; Languages; Linguistic Theory; Literacy; Lobbying; Organizations (Groups); Politics of Education; \*Public Policy; \*Second Language Programs; Sign Language; Tourism; Translation

IDENTIFIERS- \*Australia; National Languages Institute (Australia)

A five-year period of particular activity in Australian language policy and language planning culminated with the 1991 publication of the White Paper called Australia's Language, which outlines proposed government programs in languages until 1994. Many of the papers in this theme issue of the journal of the Applied Linguistics Association of Australia are concerned with the impact of the White Paper on various areas of Australian language planning and policy. They include: "Australian Language Policies: Are We Going Backwards?" (Michael Clyne); "A Review of Some of the Achievements of the National Policy on Languages" (Joseph Lo Bianco); "The Green Paper on Language and Literacy: An Overview and an Assessment" (Roland Sussex); "The Role of the National Languages Institute of Australia in the Development and Implementation of Language Policy in Australia" (Susan Fullager, Anthony Liddicoat); "Language Policies, Language Attitudes and Acquisition Planning: Implications for National Policy on Languages" (Pauline Djite, Belinda A. Monro); "Client Demand, Policy Research and Lobbying: Major Sources of Languages Administrative Policies in NSW 1980-86" (Kerrie Croft, R. J. S. MacPherson); "Yesterday's Experts: The Bureaucratic Impact on Language Planning for Aboriginal Bilingual Education" (Bruce A. Sommer); "Language and Identity in the Australian Deaf Community: Australian Sign Language and Language Policy. An Issue of Social Justice" (Jan Branson, Don Miller); "Language Policy in Interpreting and Translating" (Uldis Ozolins); and "Language Planning and Language Management for Tourism Shopping Situations" (Helen E. Marriott). (MSE)

ED 359 802

FL 021 349



lesson appropriate for the literacy or ESL class. A total of 285 concrete lesson plans on topics relevant to the adult new reader or ESL student are contained in this guide. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 821

FL 800 606

Literacy for Metis and Non-Status Indian Peoples: A National Strategy.

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).

PUB DATE- 93

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Canada Natives; Educationally Disadvantaged; Federal Legislation; Foreign Countries; \*Indigenous Populations; \*Literacy Education; National Programs; Needs Assessment; \*Policy Formation; Public Agencies; \*Public Policy IDENTIFIERS- \*Canada; \*Metis (People)

The condition of literacy programming for Metis and Non-Status Indian Peoples in Canada is reported. Metis peoples are defined as Aboriginal People distinct from Indian and Inuit, descendants of the historic Metis, and descendants of Aboriginal Peoples who have been absorbed by the historic Metis, all of whom share a common cultural identity and political will. The Non-Status Indian Peoples are those of Aboriginal ancestry who are not defined as Indian within the criteria of the Indian Act and are not part of the Metis community. The research was designed to identify successful approaches and programs presented in existence and to discover gaps and needs. Data for the study was obtained through a literature review and telephone interviews with three separate groups: personnel in literacy programming for provincial and territorial governments; representatives of Metis and non-status Indian organizations; and personnel in literacy programs deemed successful for Aboriginal peoples. This report consists of the following parts: the Literacy Campaign of Canada as it affects this population; defining literacy in general; defining literacy for a literacy strategy for Metis and Non-Status Indian People and communities; characteristics of successful programs; and developing a national strategy. The report concludes with recommendations for: a national forum to discuss the issues; a literacy campaign; an education act; Aboriginal control of Aboriginal education policy; support structures; needs assessment; a literacy coalition; development of a research base; and formation of a National Literacy Council for Metis and Non-Status Indians. Appended are the names and addresses of individuals and organizations surveyed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 822

FL 800 609

Appelson, Marilyn; And Others  
Learn to Read.

SPONS. AGENCY- Illinois State Board of Education, Springfield.  
Adult and Continuing Education Section.

PUB DATE- 84

NOTE- 71p.; Some reproduced newspaper articles in the appendices may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

playing, and explaining. Each of these is described and discussed in terms of teaching and learning activities. Some general principles for numeracy teaching are presented (e.g., even if content is specified by a curriculum, the context for activities and tasks is open to choice by students and teachers). Contains 27 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 841

FL 800 664

Street, B.

Literacy in Cross-Cultural Perspective: Implications for Policy and Practice.

PUB DATE- Oct 92

NOTE- 19p.; Keynote address presented at the National Conference of the Australian Council for Adult Literacy (Sydney, New South Wales, Australia, October 9-11, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Adult Literacy; Cross Cultural Studies; \*Cultural Context; Developing Nations; Educational Policy; Ethnography; Foreign Countries; Language Planning; \*Literacy Education; Policy Formation

This paper reviews some of the issues in the new literacy studies and the questions, from an anthropological perspective, of self, person, and identity that affect literacy practices. It is suggested that in discussing literacy, it is better to start from a cultural viewpoint rather than an educational one. The traditional autonomous model of literacy is critiqued, particularly the "we" of western cultures giving literacy to "them" in the developing world. The complexity of the relationship between literacy and culture is also addressed. The notion of personhood in different cultures is further discussed, and some ethnographic examples are reported. Implications for education and pedagogy are considered. Contains approximately 70 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 842

FL 800 665

Street, Brian V.

What Do We Mean by "Local Literacies?"

PUB DATE- Mar 93

NOTE- 10p.; Paper presented at the Conference on Sustaining Local Literacies: People, Language and Power (Reading, England, United Kingdom, March 19-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cultural Context; \*Definitions; Foreign Countries; Global Approach; \*International Cooperation; Language Dominance; \*Language Usage; Linguistic Theory; \*Literacy; Literacy Education; \*Local Issues; Nonstandard Dialects; Regional Dialects; Social Dialects

IDENTIFIERS- \*Local Literacies

An introductory paper for a British conference addresses some of the problems that arise when literacy education is brought from national and international centers to groups of people whose primary identity is with local languages and literacies. Some questions are raised regarding the reality of international

completion of post-seminar evaluation forms by the participants, and informal feedback sessions following each seminar. Comparison of pretest and posttest performance showed that the test scores of 73 percent of the new HEC members improved, though only 44 percent of those with an intermediate amount of experience and 50 percent of the most experienced participants showed score increases. Contains 11 reference notes. (JB)

ED 359 861

HE 026 549

Harran, Marilyn J.  
Freshman Seminar Program: Chapman College. Final Report, 1987-89.  
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 150p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; \*College Freshmen; College Instruction; Curriculum Design; \*Faculty Development; Higher Education; \*Program Descriptions; Program Improvement; School Holding Power; Seminars

IDENTIFIERS- Academic Community; \*Chapman College CA; \*Freshman Seminars

Chapman College (California) developed a Freshman Seminar Program which provides a rigorous, integrative intellectual experience for students in the first semester of college study. The program's aims were to provide students with a common learning experience, to provide a basic foundation in history, geography, literature and other fields; to improve students' skills in oral and written communication and in the analysis and interpretation of ideas; to strengthen freshmen advising; to build a sense of community among small groups of freshmen; and to improve retention from the first to the second semester and from the freshman to the sophomore year. Various strategies were employed to develop a sense of "esprit de corps" and academic community among the faculty. The actual freshman seminar was taught by approximately 20 faculty from various departments, and focused on the topic "war and peace." Students received constant mentoring as they made the transition to the college setting. The program succeeded in creating a new sense of intellectual excitement and academic community as demonstrated by increased retention of students and development of new courses and teaching strategies by faculty. Attachments making up 75% of the document include: a list of faculty participants, course syllabi, speaker series information, student evaluation results, materials from a special exhibit, faculty responses to the seminar, faculty workshop information, and community recognition materials. (JB)

ED 359 862

HE 026 550

Johnson, Reid  
South Carolina Higher Education Assessment (SCHEA) Project. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

School Relationship; Higher Education; Models; Political Issues; \*Politics of Education; Universities

IDENTIFIERS- \*Colleges of Applied Arts and Technology

This paper examines the college board governance system of the 23 Colleges of Applied Arts and Technology in Ontario, Canada, with an assessment of specific issues related to the system's effectiveness and suggestions for improvement. Contextual factors currently affecting the role of governing boards are discussed including a decline of authority, confusion of mission, the politicization of the campus, accountability, and financial problems. The paper then examines what roles governing boards should perform, including the role played by the board's president; what the board's composition should be; the differences and issues concerning developing boards around either the community or constituency models; and how board members should be selected and paid. Finally, recommendations are presented on ways to strengthen college governing boards so they may respond appropriately to community needs in light of the considerable social, economic, and political changes occurring in Canada. Recommendations include adherence to a community model of board governance, the development of conflict of interest guidelines for governing boards, and a close monitoring of the composition of governing boards for the purpose of increasing board effectiveness. Contains 57 references. (GLR)

ED 359 881

HE 026 578

Parity 2000: Achieving Equity for Women in Higher Education.

Report of the Council for Women in Higher Education.

PUB DATE- Dec 91

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accountability; College Faculty; Community Colleges; Employment Level; \*Employment Patterns; \*Equal Opportunities (Jobs); Faculty Recruitment; Higher Education; Labor Turnover; Organizational Climate; Public Colleges; \*Quality of Working Life; \*Salary Wage Differentials; Sex Discrimination; Universities; \*Women Administrators; \*Women Faculty

IDENTIFIERS- \*Texas

This report addresses the issues of underrepresentation and equity involving women in Texas colleges and universities. These issues include the numbers of women administrators and faculty, salary and compensation differentials, recruitment and retention of women in faculty and administrative ranks, the climate for women in higher education, and methods for measuring outcomes related to these issues and assuring accountability. The first and second sections provide statistics, within the text and appendices, that document the underrepresentation of women in terms of their faculty or administrative rank and salary. The third section addresses the climate for women in Texas higher education, including both the atmosphere in which women work and study and issues related to families and supportive services which would improve the environment for both men and women in higher education. The report's final section develops a set of goals, objectives, and an action plan for achieving parity in higher education faculty, administration, and governing boards. Appendices provide recommendations for collecting supplemental data and developing institutional plans as well as a list of methods and procedures for recruiting, retaining, and promoting women in

Education; \*Educational Change; \*Educational Demand;  
Educational Quality; \*Educational Supply; Foreign Countries;  
\*Higher Education; Non Traditional Education; Universities;  
Vocational Education

IDENTIFIERS- \*England; Polytechnics

This paper addresses issues generated by the British government's decision to abolish the binary division between university institutions of higher education and other postsecondary institutions. Sectoralization of British higher education in a post-binary system has created some problematics, two of which appear especially noteworthy: (1) student accessibility to higher education provision; and (2) the vocationalization of that provision. This essay presents the argument that the coordination of contemporary revised higher education missions in Britain, given concerns relative to student accessibility and vocationalization of higher education programs, requires minimally public modes of sectoral regulation, energized by other than market-responsive and privatized policies of institutional development. Prior to these arguments there is a discussion of student accessibility to British higher education within the context of the government - authored "binary principle" of higher education provision. An appendix contains a list of renamed binary polytechnics. (Contains 26 references.) (GLR)

ED 359 900

HE 026 598

American Higher Education: Purposes, Problems, and Public Perceptions.

PUB DATE- 92

NOTE- 217p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Access to Education; Educational Economics; Educational Planning; \*Educational Policy; \*Educational Quality; \*Higher Education; Opinion Papers; Outcomes of Education; \*Public Opinion; \*Public Support; Role of Education; Seminars

This book presents papers, originally given as part of a seminar series in 1988 and 1990, that address issues in higher education and its role in U.S. society. In addition to the papers, two articles that were used as the basis for discussion at the 1990 seminar are also presented. One article was the speech given by William J. Bennett, then Secretary of Education, at the 350th Anniversary of Harvard University in which he attributes the loss of public confidence in the endeavor to an inattention by educators to the legitimacy of dialogue about the outcomes of higher education. The second article is by Arnold R. Weber and is titled, "Higher Education, Public Concerns, and Institutional Angst." The papers presented at the seminar and their authors are as follows: "Why Are People Beating Up on Higher Education?" (Chester E. Finn, Jr.); "Rethinking What It Means to be a Scholar" (R. Eugene Rice); "The Economics of Cost, Price, and Quality in U.S. Higher Education" (Michael S. McPherson and Gordon C. Winston); "Quality and Access in Higher Education: The Impossible Dream?" (Arthur M. Hauptman); "The Evolution of Access Policy: 1965-1990" (Judith S. Eaton); "Is the Goal of College Access Being Met?" (Arthur M. Hauptman and Maureen A. McLaughlin). (GLR)

ED 359 901

HE 026 599

Age Group and Sex of Students, Fall 1992. Report Number 8-93.

Muldner, Carl; Murphy, Francis  
Comprehensive Long Range Plan for Instructional Technology.  
PUB DATE- 1 Jun 93  
NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- \*Computer Uses in Education; Educational Objectives;  
\*Educational Planning; \*Educational Technology; Elementary  
Secondary Education; Futures (of Society); Instructional  
Materials; Integrated Activities; \*Long Range Planning;  
\*Management Information Systems; Models; Parent Participation;  
School Administration; \*School Districts; Student Evaluation;  
Teaching Methods; Technological Advancement;  
Telecommunications; Trend Analysis

IDENTIFIERS- Owego Apalachin Central School District NY;  
\*Technology Plans

Documents providing background and information about the plans of the Owego Apalachin Central School District (New York) for instructional technology are presented. An outline of the technology plan emphasizes key components, the planning process, and details about instructional and administrative computing. The current uses of electronic technology in the schools are summarized, reviewing instructional computing and administrative uses in student recordkeeping and instructional and business management. Future directions are also summarized. "A Note to Parents" introduces the comprehensive plans for school computer use to parents, explaining the district's emphasis on integrating computer use into regular instruction and including a brief review of the curriculum as it exists. Possible long-term goals are summarized in an attachment. A separate section lists assumptions on which future long-term plans are based. A description of the academic design model on which planning rests is included, with an overview of the planned distributed computer network. (SLD)

Chamberlain, Michael A.; Hutchison, Thomas W.  
Problems of Diffusion in High Technology: Compact Disc-  
Interactive (CD-I)--A Case Study.

PUB DATE- Apr 93

NOTE- 40p.; Paper presented at the Broadcast Education  
Association Convention (Las Vegas, NV, April 16-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adoption (Ideas); Case Studies; Change;  
Communication Problems; Diffusion (Communication); Educational  
Innovation; \*Educational Technology; \*Information  
Dissemination; \*Interactive Video; Marketing; \*Optical Data  
Disks; \*Technological Advancement; Technology Transfer

IDENTIFIERS- \*Compact Disk Interactive

The 1992 introduction of Compact Disc-Interactive (CD-I) technology, the initial obstacles this new technology faces, and its known progress in its first year are explored, focusing on why new technologies are successful or are not adopted. Similar to a VCR, a CD-I player links directly into any television receiver, and each 5-inch disc is capable of

adopted in the United States or Europe, the Japanese will doubtless continue to compete. The HDTV situation is perhaps the first time in the history of broadcasting that the Federal Communications Commission appears to be forcing a technology on broadcasters. The first step is the adoption of a transmission standard in 1993. The second step, formulating a technology policy, will be more difficult. Appendix A presents a proposed testing schedule, and Appendix B describes proposed HDTV systems. (Contains 113 references.) (SLD)

ED 359 940

IR 016 160

High Performance Computing: Advanced Research Projects Agency  
Should Do More To Foster Program Goals. Report to the Chairman,  
Committee on Armed Services, House of Representatives.

PUB DATE- May 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Reports - Research/Technical (143)

DESCRIPTORS- Agency Role; \*Computer Oriented Programs; Computer  
Software; Computer Software Development; Computer Software  
Selection; \*Federal Programs; Guidelines; Information  
Dissemination; Interviews; \*Research and Development; Research  
Methodology; Research Projects; \*Technological Advancement  
IDENTIFIERS- Advanced Research Projects Agency; General  
Accounting Office; \*High Performance Computing; High  
Performance Computing Act 1991; \*Supercomputers

High-performance computing refers to the use of advanced  
computing technologies to solve highly complex problems in the  
shortest possible time. The federal High Performance Computing  
and Communications Initiative of the Advanced Research Project  
Agency (ARPA) attempts to accelerate availability and use of  
high performance computers and networks. The House Armed  
Services Committee asked the General Accounting Office (GAO) to  
assess this program, particularly the agency's distribution of  
advanced computers to research sites, its interaction with the  
research community, and the balance between hardware and  
software. Interviews with agency and industry representatives  
and a review of documents were conducted. Results indicate that  
the ARPA has fostered significant advances, but with several  
shortcomings. Placing of new computers has focused on just a  
few machines. Limited interactions with the technical community  
may be hindering progress toward ambitious program goals. Much  
progress has been made in hardware development, but software  
remains too primitive to make massively parallel processing  
systems useful. Recommendations for improvement are presented.  
Four appendixes provide details about methodology, placement of  
machines, and project selection, and list contributors to the  
report. Five tables contain study findings, and two figures  
illustrate computer applications and product selection. (SLD)

ED 359 941

IR 016 162

Frasca, Joseph W.

Introduction to Computing: Lab Manual. Faculty Guide and  
Student Guide.

PUB DATE- 90

NOTE- 78p.; The two documents combined here are part of a  
collection produced under the auspices of the California State  
University Institute for Teaching and Learning. The CSU/ITL,  
created in 1988, facilitates a 20-campus systemwide network of  
faculty affiliates in response to the demand for improved

and cooperation in the development of a national policy for school libraries. Once problems of access are solved, effective use can follow. An example of black traditional literature is appended. (Contains 41 references.) (KRN)

ED 359 961

IR 054 466

Kent Library Collection Policy and Departmental Library Selection Profiles.

PUB DATE- 1 May 91

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*College Libraries; Departments; Evaluation Criteria; Higher Education; Interlibrary Loans; \*Library Collection Development; \*Library Collections; \*Library Material Selection; Policy Formation

IDENTIFIERS- Southeast Missouri State University

This guide serves as an academic departmental planning instrument and provides a description of the various collections, goals, and policies of Southeast Missouri State University's Kent Library. An overview provides information about the library's mission, funding sources and allocation procedures, departmental library liaisons, overall selection criteria, and nondisciplinary and interdisciplinary criteria. The second section describes 17 of the library's collections, including the general and periodical collections, reference, microforms, rare books, and the browsing collections and describes the kinds of materials that are added to the collections. Policies governing acquisitions, by purchase and by gift, and their disposition once they have been acquired are described in the third section. The next section covers interlibrary loan policies, and the last section describes the purpose of departmental library profiles and procedures for developing the profiles. The form used to collect information for the profiles is attached, but the individual profiles from the complete guide are not included in this document. (KRN)

ED 359 962

IR 054 467

Durrant, Fay

A Regional Information System Strategy for the Caribbean for the Year 2000.

PUB DATE- 89

NOTE- 142p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; Developing Nations; Economic Development; Foreign Countries; Information Centers; Information Needs; \*Information Networks; Information Services; \*Information Systems; \*International Programs; Planning; \*Policy Formation; Regional Planning; Resources

IDENTIFIERS- \*Caribbean; Information Policy; National Policy; Priorities

This document outlines the proposals for a regional information system strategy resulting from a project undertaken by the Caribbean Community Secretariat and the United Nations Economic Commission for Latin America and the Caribbean Sub-regional



were quite comparable for the two methods, suggesting methodologies that enable the comparison of rates of checkout by students. Tables present the borrowing rates by both methods, and a list of the 16 most selective works. (SLD)

ED 359 981

IR 054 619

Kirk, Joyce

Information Skills: An Educational Perspective for Tomorrow.

PUB DATE- Sep 87

NOTE- 19p.; Paper presented at the Biennial Meeting of the Australian School Library Association (10th, September 3-7, 1987).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Literacy; Curriculum Development; \*Educational Change; Elementary Secondary Education; Foreign Countries; Futures (of Society); \*Information Literacy; Program Effectiveness; \*Skill Development; Teacher Role; \*User Needs (Information); Young Adults

IDENTIFIERS- Australia; \*Information Skills; \*Information Society; Resource Based Learning

Features of the information society are discussed, and implications for education are reviewed. The information society is dominated and even overwhelmed by information. Its future is uncertain, but regardless of the eventual potential for good or harm, information literacy is a precondition of the information society. Young people in Australia are becoming more computer literate, and education authorities are developing new educational agendas for the information society. Resource-based learning is an approach that is particularly appropriate in fostering the development of individual students. The shift in emphasis from the content of what students learn to the processes of learning depends on the use of information and the development of information skills that define the purpose of an information task, locate data, select and interpret data, and use the information to complete the task. A look at information skills as they are taught in other countries highlights developments, with implications for teachers, teacher-librarians, and principals. Effective information skills programs depend on a wide range of resources. Information technology in all its forms must be an integral part of the school curriculum. (Contains 44 references.) (SLD)

ED 359 982

IR 054 620

Bazillion, Richard J.

Information Technology: A Model for Brandon University.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Annotated Bibliographies; College Faculty; \*College Libraries; College Students; \*Computer Assisted Instruction; Computer Networks; \*Curriculum Development; Educational Technology; Foreign Countries; Higher Education; Information

records, and the need for specific guidelines; and (4) data-sharing needs are apparently more pressing for two-year institutions than for four-year institutions. The survey instrument is included. (MAB)

ED 359 999

JC 930 347

Koppel, Sheree P.

Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College.

PUB DATE- Apr 92

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cohort Analysis; College Credits; College Outcomes Assessment; \*College Transfer Students; Community Colleges; Comparative Analysis; \*Data Collection; \*Definitions; Educational Research; Higher Education; Research Methodology; Research Problems; Student Characteristics; Two Year Colleges; Two Year College Students; Universities; Urban Schools

IDENTIFIERS- \*Center for the Study of Community Colleges CA;

\*Jefferson Community College KY; Transfer Rates (College)

The Transfer Assembly is a research effort of the Los Angeles-based Center for the Study of Community Colleges. The Assembly defines transfer students as "all students entering a two-year college in a given year who have no prior college experience, who complete at least 12 credit units at the college, and who subsequently enroll at a senior institution." Every year since 1989, colleges participating in the Assembly have provided student cohort data, and the Assembly calculates transfer rates for the colleges and provides data from all colleges in an annual report. In 1990 and 1991, Jefferson Community College (JCC), in Louisville, Kentucky, participated in the Transfer Assembly. Once student data were obtained for the 1,483 first-time freshmen for fall 1985, a cohort of approximately 816 were identified each of whom had earned a minimum of 12 credit hours. By contacting all public and private four-year institutions in Kentucky, data were obtained on students in the JCC cohort who had transferred to senior institutions. Study results for the 1985 cohort included the following: (1) Hispanics and Caucasians in the 1985 cohort were most likely to earn the requisite number of credit hours; (2) 27% of the cohort had transferred to a four-year institution, with Asians showing the highest transfer rate (50%); and (3) by modifying the Assembly's definition of transfer through removal of the 87 students in the cohort still enrolled at JCC, an adjusted transfer rate of 31% was generated. The paper discusses limitations of Transfer Assembly definition of transfer rate; reviews JCC 1985 cohort findings; and provides a revised formula for calculating transfer. Data tables and references are included. (PAA)

ED 360 000

JC 930 348

Leas, David; Lillibridge, Fred

Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges.

PUB DATE- 25 May 93

been standardized, and thus can be difficult to assess. A model program and assessment format developed by Hudson County Community College (HCCC), in Jersey City, New Jersey, however, provides a possible framework for standardizing field placement programs. Students in HCCC's program are expected to complete two consecutive courses of field placement, with each course requiring 128 hours of actual work at a placement site, weekly one-hour seminars, the maintenance of weekly logs of student activities, and final term papers. The field placement is designed to develop a sense of professional belonging and identity by requiring students to identify client service needs and gaps, prepare progress reports, assess case studies, and evaluate a strategic treatment plan. Grades are determined by students' weekly journals, term papers, and evaluations of their performance at the placement sites. To effectively evaluate placement site performance, an instrument was developed at HCCC focusing on descriptive, qualitative, and quantitative aspects of the field experience. The instrument was intended to evaluate students individually at mid-term and again at the end of the course to provide comparative data, and has been used with about 20 students annually for the past 5 years. The evaluation instrument is included. (MAB)

ED 360 016

JC 930 364

Prince George's Community College Annual Cost Containment Report.  
Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

PUB DATE- 1 Sep 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Budgeting; Budgets; College Planning; Community Colleges; \*Cost Effectiveness; Educational Economics; \*Educational Finance; \*Expenditure per Student; Financial Exigency; Financial Support; \*Instructional Student Costs; Noninstructional Student Costs; \*Retrenchment; School Funds; \*State Aid; Tax Allocation; Two Year Colleges

IDENTIFIERS- \*Prince Georges Community College MD

Each year, the Board of Trustees of Prince George's Community College (PGCC) in Largo, Maryland, must submit a report evaluating the effectiveness of PGCC's financial plan to the state's Higher Education Committee and General Assembly. This report, for fiscal year (FY) 1993, is divided into four sections. The first section reviews the cost containment measures taken in both FY 1992 and 1993 to maintain low tuition in spite of cuts in state funding in both direct aid and contribution programs. These measures included employee furloughs, reduction of the administrative staff by 17%, hiring freezes, elimination of conference travel and professional development budgets, a freeze on all equipment purchases, and an early retirement program. The second section analyzes the total cost per full time equivalent (FTE) student by instructional discipline, indicating that per student costs ranged from a low of \$3,107 per FTE in remedial math to a high of \$7,465 in education, resulting in an average cost of \$3,984 to teach each FTE student. The third section provides an evaluation of enrollment, student outcomes, and cost analysis of the disciplines reporting the highest costs in FY 1992; namely, drafting, electronics, medical records, nuclear medicine, office technology, and respiratory therapy. The final section, a review of Prince George's County's contributions to

In fall 1992, a study was conducted at Sinclair Community College (SCC) in Dayton, Ohio, to determine factors contributing to former students' decisions not to return to the college. Two groups of former students were included in the study: those who had last attended in fall 1990 and had thus been absent for 6 quarters, and those who had last attended in fall 1991 and had been absent for 3 quarters. Random samples of 360 and 400 students were selected from the two groups, respectively. Of the 760 surveys mailed, 243 former students provided usable responses for a 36% response rate. Study findings included the following: (1) personal/family considerations or financial concerns were cited by more than 50% of respondents, while 17% indicated that they had achieved their educational goals, 12% had moved, and 18% had transferred to another college; (2) 72.9% of the 1990 group stated that they had originally planned to get a degree, compared to 88.1% of the 1991 group; (3) 38% of the 1990 group and 53% of the 1991 group indicated an intent to return to SCC; (4) students from the 1991 group were more likely to cite goal uncertainty, scheduling problems, and financial concerns as reasons for not returning, and less likely to cite time and transportation considerations than the 1990 group; and (5) career uncertainty and scheduling problems were more frequently cited as reasons for not returning among students who indicated they were degree-seeking. Responses to open-ended questions, tables, and a reader evaluation survey are included. (PAA)

ED 360 033

JC 930 392

Searcy, Robert D.

Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College.

PUB DATE- 93

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ancillary School Services; College Role; Community Colleges; Extracurricular Activities; Multicampus Colleges; \*Participant Satisfaction; \*Student Attitudes; Student Behavior; \*Student Characteristics; Student Educational Objectives; \*Student Government; Student Reaction; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- John C Calhoun State Community College AL

In spring 1993, the Student Government Association (SGA) of Calhoun Community College (CCC), in Alabama, initiated a survey of all CCC students in day and evening classes at the main campus and at two off-campus sites to determine student opinions regarding CCC agencies, services, and student activities. Of the 410 students who returned completed surveys, 43% attended primarily day classes on the main campus, 13% attended mostly evening classes on the main campus, and the remaining 44% attended classes at the two off-campus sites. Results of the study included the following: (1) 49% of respondents indicated that they were attending CCC to earn an Associate's degree, 35% to earn a certificate, and 16% to earn transfer credits; (2) 82% of students preferred that CCC continue on the quarter system, rather than change to the semester system; (3) with respect to CCC services, the highest ratings were received by the bookstore (65% rating it as "good" or "excellent"), the library (63% rating it as such), and the admissions office (50% rating it as such); (4) 58% of respondents indicated that they would attend college sponsored

Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; \*Coping; \*Early Intervention; Elementary School Students; Grade 4; Intermediate Grades; \*Preadolescents; Problem Solving; Program Evaluation; \*Self Efficacy; \*Stress Management; Student Attitudes

IDENTIFIERS- Childhood Experiences; \*I Can Do Program

This study evaluates the "I Can Do" program, a 13-session preventive intervention curriculum designed to teach children methods of coping with five stressful events or experiences (parental separation or divorce; loss of a loved one; spending time in self-care; move to a new home or school; and feeling ethnically, socially, or intellectually different). The program also taught children how to help peers cope with the same experiences. Targeted coping skills included the use of social support and social problem-solving skills. Subjects were 92 fourth-graders who were assigned to the Immediate Intervention Group (participating in the fall semester) and the Delayed Intervention Group (participating in the following spring semester). Subjects completed several measures before and after their participation in the program, including a fact and attitudes measure, a self-efficacy measure, and a problem-solving measure. Results showed significant immediate or delayed effects on improvement in children's self-efficacy for coping with stressors. (MM)

ED 360 052

PS 021 522

Broberg, Anders G.; And Others  
Effects of Day Care on Elementary School Performance and Adjustment.

PUB DATE- Mar 93

NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; Comparative Analysis; \*Day Care; Day Care Centers; \*Day Care Effects; Elementary School Students; Family Day Care; \*Family Environment; Foreign Countries; Longitudinal Studies; Primary Education; \*Student Adjustment; Student Behavior; Verbal Ability; \*Young Children  
IDENTIFIERS- Home Child Care; Sweden

This longitudinal study examined the experiences of out-of-home preschool child care to performance and adjustment in elementary school. Subjects were 145 children in Goteborg, Sweden, who were on average 16 months of age when they were enrolled in this study. Within 4 weeks of enrollment in the study, 54 children began center-based day care, 36 began family-based day care, and 55 remained in the care of their parents. Children's verbal abilities were assessed using the Griffiths developmental scale, and Caldwell's home inventory for measurement of the environment (HOME) was completed when children were 40 months old. Home and school visits were conducted again prior to enrollment in elementary school and in second grade. Objective tests of intellectual performance were administered, maternal and teacher ratings of children's adjustment were collected, and the HOME inventory was completed

(Psychology); \*Schemata (Cognition); Whites  
IDENTIFIERS- African Americans; \*Racial Preference

This study applied a schema-based, social information processing model to examine the development of social cognitive aspects of preschoolers' racial stereotyping and stereotype beliefs (i.e., preschoolers' race schemas). The study examined developmental and individual differences in preschoolers' race schematization (salience of the race dimension in social information processing), same-race and other-race preferences, and memory for racially stereotyped portrayals. Subjects were 27 African American and 38 white preschoolers between 3 and 6 years of age, who participated in 2 interviews. Children's recognition memories for 12 racially stereotyped depictions were assessed. In a separate session, children indicated their peer preferences regarding a series of 28 pairs portraying competing pictures of same-sex African American and white children. Children's response latencies in the peer preference task were used as a measure of race schematization. Results indicated significant differences across several aspects of preschoolers' race schemas. Younger children, white children, and children rated high in race schematization demonstrated significantly greater same-race peer preferences than older children, African American children, and children rated low in race schematization. African American children showed significantly better memories than white children for racial schema-consistent depictions. Results support the application of schema-based social cognitive approaches to examinations of the development of children's racial stereotyping and stereotype beliefs. (MM)

ED 360 072

PS 021 569

Sletta, Olav; Sobstad, Frode  
Social Competence and Humor in Preschool and School-Aged Children.  
PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the  
Society for Research in Child Development (60th, New Orleans,  
LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Age Differences; Elementary Education; \*Elementary  
School Students; Foreign Countries; \*Humor; Interpersonal  
Competence; Kindergarten; \*Kindergarten Children; \*Peer  
Acceptance; Peer Relationship; Predictor Variables; Preschool  
Education; Self Concept; \*Student Behavior

IDENTIFIERS- Norway; Self Report Measures

This study examined relations between children's humor, behavioral characteristics, acceptance by peers in kindergarten and primary school, and self-perceptions. Subjects were 35 kindergarten, 88 fourth grade, and 95 eighth grade Norwegian children. For all students, assessments included sociometric ratings of classmates, teacher assessments of children's behavioral characteristics, and children's assessments of their own social behavior. Eighth graders also completed a peer assessment measure. Analysis indicated that kindergarten children's humor as assessed by their teachers was not consistently related to peer acceptance or rejection, or to self-perceived humor and behavior. For school-age children, the study used a theoretical model to analyze predictive relations between humor, behavioral characteristics, acceptance by peers, and self-perceptions of humor. For eighth graders, humor was found to be predictive of self-perceptions of humor; and humor

non-traditional, and 32% in both; and (6) 39% were willing to perform a non-traditional task they might not normally perform to provide a model for their children. (BCY)

ED 360 090

PS 021 616

Reinhold, Amy Jo

Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal.

PUB DATE- 19 May 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; \*Community Involvement; \*Community Programs; Day Care; Developing Nations; Elementary Education; \*Equal Education; Females; Foreign Countries; International Cooperation; \*Literacy Education; \*Nonformal Education; Nontraditional Education; Outcomes of Education; Rural Education; Sex Differences

IDENTIFIERS- \*Nepal; Save the Children Federation

In 1981, Save the Children (SC) opened an office in Nepal to support projects related to health, education, income generation, and resource management. Statistics show that between 7 and 8 million of Nepal's 19 million people live below the poverty line, and almost 2 out of 3 adolescent girls do not attend school, placing the overall female literacy rate at only 18%. In recognition of economic and educational needs, SC organized a community-based, nonformal education program to promote literacy and community organization in a rural area of the country. SC enlisted community participation by requiring each literacy group to: (1) pay for books, registration, and a partially subsidized tuition; (2) construct a shelter for the school; and (3) select a facilitator from the community. The program adapted literacy course content to issues and economic needs in the community. Program participants have expressed an increased sense of power; mobilized for community development activities; decreased smoking; and begun sending more of their young children, including girls, to school. The program has been effective in assisting women in particular, and the literacy rate for the program area has risen from 42% in 1989 to 54% in 1992. The initial literacy programs have given rise to other initiatives, including the organization of women's groups and income-generating collectives, the transformation of women's social roles, and the development of a home-based, rotating child care system. (AC)

ED 360 091

PS 021 617

Johnson, Dale L.; And Others

Tobacco Smoke in the Home and Child Intelligence.

PUB DATE- Mar 93

NOTE- 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993)

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Health; Cognitive Ability; \*Cognitive Development; Comparative Analysis; \*Family Environment; \*Family Influence; Health Conditions; \*Intelligence Quotient; Mothers; Parent Influence; Parent Role; \*Smoking; Tobacco; Young Children

low tolerance drinkers; (8) roles of different areas within the cerebral cortex and alcohol effects on them; (9) five common CNS disorders associated with alcohol abuse; and (10) a holistic approach to alcoholism treatment among American Indians. This training unit contains a participant booklet, 29 references, a glossary, 12 handouts and accompanying overhead transparencies, an evaluation form, and tips for a successful training session. (SV)

ED 360 108

RC 018 755

Cash, Robin G., Ed.; Phipps, Maurice L., Ed.  
Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).

PUB DATE- 92

NOTE- 291p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Accreditation (Institutions); Elementary Secondary Education; Environmental Education; Health Insurance; Higher Education; Job Skills; \*Leadership; Leadership Styles; Outdoor Activities; \*Outdoor Education; \*Professional Development; \*Seasonal Employment; \*Teacher Certification; Teacher Education; Trainers

IDENTIFIERS- \*Outdoor Leadership

This volume of conference proceedings addresses critical issues related to leadership in the field of outdoor recreation. It contains keynote presentations, panel and individual presentations, and working session reports covering the following topics: (1) leadership styles; (2) K-12 teacher certification in outdoor education; (3) accreditation and standards for outdoor programs; and (4) hiring practices of and benefits for the seasonally employed. The section on leadership styles reviews various theories of leadership, such as situational leadership and conditional outdoor leadership, and stresses group dynamics and teamwork. Papers in the section on teacher certification introduce current outdoor education programs being run in public school districts, outdoor and environmental scope and sequence curricula being utilized in public schools districts, special outdoor education trips that schools are taking, and outdoor teacher education programs were developed at universities. In the section on accreditation and standards, experts from professional organizations in the fields of outdoor education and experiential education present overviews of their organizational involvements in accreditation and standards and summarize current trends and problems from their perspectives. The major issues addressed in the section on the seasonally employed are: (1) improving employment opportunities; (2) fostering of professionalism by employees; and (3) providing insurance coverage. (KS)

ED 360 109

RC 018 901

Loucks, Bryan; Timothy, Arnette  
Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised.

PUB DATE- Dec 81

NOTE- 102p.; Contains some cropped pages.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)



were established by villagers to provide relevant education that combined features of a formal academic school system with a nonformal vocational system. Historical periods of the development of the BHS system were: (1) period of introduction and experimentation (1964-69); (2) period of legalization (1970-86); and (3) period of nationalization (1986-92). These stages coincide with national social and economic reform policies. Access to education increased dramatically with expanding BHS enrollments and the increasing financial capacity of parents. However, with increasing government participation, support, control, and finally takeover of these village schools, the original features of the system have been altered and lost. During the 1960s and 1970s, the BHS curriculum was more vocational than academic. After 1986, the BHS curriculum became more academic than vocational under the direct control of the national government. Besides extending opportunities for schooling, the BHS system achieved its educational goals by providing university education to an increasing number of graduates and by preparing large numbers of its high-school leavers for work after school. Parental and community support in terms of finances and services have diminished sharply from the first period to the third period of BHS development. (KS)

ED 360 126

RC 019 234

Leue, Mary M., Ed.

SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992.

PUB DATE- 88

NOTE- 1,374p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF11/PC55 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Drama; Elementary Secondary Education; Experiential

Learning; \*Field Trips; \*Home Schooling; Learning Processes;

\*Movement Education; \*Nontraditional Education; \*Theater Arts

IDENTIFIERS- Summerhill School

This document consists of all eight issues of the journal SKOLE published between 1988 and 1992. This journal contains original articles and reprints related to alternatives or innovations in education; critiques of other forms of education; theories of schooling, learning, and teaching; accounts of individual schools; and "how-to" articles. Major articles in these eight issues include: (1) "Traveling with Students" (Sandy Hurst); (2) "Children's Theater as Education" (Chris Mercogliano); (3) "Teaching Creative Drama in an Alternative School Setting" (Karen Stern); (4) "A New Look at Learning" (Daniel Greenburg); (5) "Tools Critical for the Success of Homeschooling" (Peter Ernest Haiman); (6) "Movement in Education: Part 2" (David Boadella); (7) "A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes. Part III" (Brian D. Ray); (8) "Central Park East Secondary School Where Kids Are Found--And Not Lost!" (Deborah Meier); (9) "Central Park East: An Alternative Story" (Deborah Meier); (10) "Rebuilding: First Steps" (Theodore R.Sizer); (11) "To Live (And Thus Learn These Truths): Teaching The American Constitution" (Dave Lehman); (12) "Mom, How Do I Know I'm Awake" (children's philosophy) (Charlotte Landvoigt); (13) "An Education Money Can't Buy" (Gene Lehman); and (14) "Whaddya Mean, Free?" (philosophy of the free school movement) (Mary Leue); (15) "The Community School" (Emanuel Pariser); (16) "Coalition as Community" (Chris Mercogliano); (17) "Consumerism as a Deadly Art" (Charlene Liberata); (18) "Metropolitan School of Columbus - A Twenty Year Perspective on Alternative Schools" (Lucia Vorys); (19)

children. Subjects were divided into four groups based on generation in the United States (second through fifth). Most fathers, irrespective of generation status, engaged in literacy activities and viewed parents and schools as having joint responsibility for children's education. Fathers' reading and writing activities were not related to generation status or socioeconomic status, but were related to the father's length of time on present job, prior job training, and role at home. Compared to other fathers, those who shared child-care tasks with their wives were more likely to engage in literacy activities, particularly joint literacy activities with their children. (SV)

ED 360 145

RC 019 276

Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.

PUB DATE- Jun 93

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; Art Activities; Class Activities; \*Cultural Education; Elementary School Students; Elementary Secondary Education; \*Family History; \*Latin American Culture; Latin American History; \*Mexican American Education; Mexican Americans; \*Migrant Education; Mythology; Religion; Secondary School Students; Self Concept; Writing Assignments

IDENTIFIERS- \*Aztec (People); Hispanic American Students; \*Mexico

The curriculum presented here contains three units designed to help Mexican-American migrant students understand and value the richness of their culture, experiences, and family. Unit 1, "My Roots," examines the different components of a culture, and presents aspects of the Aztec civilization and culture. Activities include hearing a poem in Nahuatl, the original Aztec language, art activities involving pre-Columbian designs, reading and acting out Aztec myths, learning about Aztec religion and its role in Aztec culture, and reading and writing activities concerning Cortes and the Spanish conquest of Mexico. This unit contains many drawings suitable for coloring or tracing. Unit 2, "My Family," covers the roles and responsibilities of family members, traditional versus modern family, and immigration and the migrant experience. Activities include diagramming families; writing about a favorite relative, family traditions and values, and student's own or family's migration experiences; interviewing a family member; and painting family scenes. In Unit 3, "Myself," the student examines his/her own name, appearance, feelings, and room or favorite place. Activities include group discussion, journal writing, making "me" paper dolls and personal-history mobiles, exploring feelings, and drawing self and favorite place. A resource section lists 54 recommended books, summarizes the process of leading a group circle session, provides teacher and parent evaluation forms, and describes slide shows available for use with lessons. Some student materials are provided in both Spanish and English. (SV)

ED 360 146

RC 019 299

Kleinfeld, Judith, Ed.; Wescott, Siobhan, Ed.  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome.  
PUB DATE- 93

Mathematics, Engineering, and Technology Education. U.S.  
Science, Mathematics, Engineering, and Technology Education  
Strategic Plan FY1994-FY1998.

PUB DATE- 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Policy; Elementary School Science;  
Elementary Secondary Education; Engineering Education; \*Federal  
Regulation; Higher Education; High Schools; \*Mathematics  
Education; Minority Groups; National Programs; \*Science  
Education; Science Instruction; Scientific Literacy; Secondary  
School Science; Standards; Technology

IDENTIFIERS- America 2000; \*National Education Goals 1990

This strategic plan, based on two years of coordinated  
interagency effort, presents a five-year planning framework and  
associated milestones that focus the plans and resources of the  
participating Federal agencies toward achieving the National  
Education Goals in terms of the competence in mathematics and  
science expected of all students. The Plan also identifies  
three tiers of program activities, presented in descending  
order of priority, with goals that address issues in science,  
mathematics, engineering, and technology education meriting  
special attention. Within each tier, individual agency programs  
play important and often unique roles that strengthen the  
aggregate portfolio. The following three tiers are discussed:  
Tier I: Reforming the Formal Education System; Tier II:  
Expanding Participation Access; and Tier III: Enabling  
Activities. Implementation of the Plan will require more  
effective use of extant Federal human and institutional  
capabilities. Monitoring the progress and performance of  
activities outlined in the Plan will continue. (PR)

ED 360 166

SE 053 545

Women in Astronomy.

PUB DATE- 92

NOTE- 51p.; Special theme issue on "Women in Astronomy."

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Astronomy; Elementary Secondary Education; Employed  
Women; \*Females; Higher Education; Physical Sciences; \*Science  
Education; \*Scientists; Sex Bias; \*Sex Fairness; Sex Role;  
Solar System; Space Exploration; \*Space Sciences

This issue of "Mercury" is a tribute to the accomplishments of  
female astronomers. It is an affirmation that women can and do  
pursue successful careers in the physical sciences even though  
some special obstacles have existed and, sadly, continue to  
exist in both the education process and the professional career  
process. The journal contains the following articles: (1) "A  
Historical Introduction to Women in Astronomy" (A. K. Dobson  
and K. Bracher); (2) "Some Glimpses from My Career" (D.  
Hoffleit); (3) "Henrietta Hill Swope: Variable Stars in the  
Milky Way and Andromeda" (B. L. Welther); (4) "One Woman's  
Journey" (A. M. Boesgaard); (5) "Shortchanging Girls" (N.  
Barlow); (6) "Discrimination in the Workplace: Results of Two  
Recent Surveys and Some Recommendations" (J. Price); (7) "A  
Male Perspective: Not Equal, Not Yet" (G. Clayton); (8) "Women  
Worldwide in Astronomy" (D. Hunter and V. Rubin); (9) "Forming  
a Local Women-In-Astronomy Group" (E. M. Alvarez del Castillo);  
(10) "Vera Rubin: An Unconventional Career" (S. Stephens); and  
(11) "Women in Astronomy: A Bibliography" (A. Fraknoi and R.

educational philosophy of "Arschauung," which refers to learning from direct concrete observation. Early efforts to introduce object teaching in America failed because proponents of this system did not utilize teacher education. Sheldon was responsible for successfully initiating the object teaching revolution. In 1859, he introduced the system in the school system of Oswego, New York by utilizing inservice teacher education. Two years later Sheldon started a teacher training college at Oswego that appears to be the first that combined theory and practice. Sheldon and his colleagues made it their goal to also educate teacher educators. Graduates of Oswego found employment in school districts and newly forming normal schools (teacher training schools) across America and were key reasons for the spread of object teaching. Despite the eventual decline of object teaching, it impacted art education, vocational education, and reading textbooks, and had a large impact on science education. The focus on natural objects made object teaching an early form of science education. Object teaching evolved into nature study, which later evolved into elementary school science. At all levels, science teaching methods such as field trips, demonstrations, and science laboratories were promoted by object teaching. The object teaching revolution provides evidence that meaningful educational change can occur in schools through teacher education. (Contains 55 references.) (PR)

ED 360 187

SE 053 742

Schneider, Joel; And Others

Square One TV Content Analysis: Final Report (Including Season Five Show Rundowns).

PUB DATE- Jan 93

NOTE- 96p.; For reports of Seasons I-IV, see ED 283 682, ED 300 269, ED 331 713, and ED 348 217. For coding criteria for the content analysis, see ED 348 216. For additional reports and studies related to the SQUARE ONE TV library, see ED 339 605-614.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Animation; Content Analysis; Educational Games; Educational Objectives; Educational Television; Elementary School Mathematics; Elementary Secondary Education; Mathematical Applications; \*Mathematics Instruction; \*Problem Solving; Program Descriptions; Program Evaluation; Programming (Broadcast); Secondary School Mathematics; Student Attitudes; Television Viewing

IDENTIFIERS- \*Square One TV

This report summarizes the mathematical and pedagogical content of the 230 programs in the SQUARE ONE TV library after five seasons of production, relating that content to the three goals of the series: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem-solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. The report describes the mathematical content covered in the shows and an analysis of the 76 segments added during the fifth season. Results of the content analysis indicate that for the entire collection of segments 81% satisfy one or more of the criteria for Goal 1, 58% exhibit at least one of the three stages of problem solving of Goal 2, and 90% of the segments address Goal 3 by incorporating one or more of the series' seven mathematical areas: numbers and counting;

IDENTIFIERS- Hamlin (Hannibal); Johnson (Andrew); \*Lincoln (Abraham); Student Writing; \*Vice Presidents; Writing Contests  
Sponsored by an endowment to Indiana University, the Lincoln Era Essay Contest has been held since 1982. Students in grades 6 to 12 may submit essays that address some topic dealing with Abraham Lincoln's presidency. A new topic is chosen each year. Written by middle school/junior high and high school students, this year's 19 essays concern President Abraham Lincoln and his two vice-presidents: Hannibal Hamlin and Andrew Johnson. Some of the titles are: "Lincoln and His Vice-Presidents in Caricature" (E. Broxmeyer); "Lincoln, Hamlin, and Johnson" (S. Silver); and "President Lincoln's Two Great Mistakes" (J. Veverka). (DB)

ED 360 207

SO 022 836

Baumann, Carol Edler  
Program Planning about World Affairs. A Complete "How To" Guide:  
from Program Ideas to Audience Applause.

PUB DATE- 91

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Community Organizations; International Relations;  
\*Program Development; Program Evaluation; Program Guides;  
Public Affairs Education; Social Organizations; \*World Affairs  
This guide is designed for persons who need to plan education programs in world affairs for presentation to an organization. Such a person might be a program chair of a local League of Women Voters or a community Rotary Club. The guide is organized in five sections, each of which presents information on one of five steps to program planning. The five sections are: (1) Focus: What Should You Program About?; (2) Structure: How Should You Format Your Program?; (3) Speakers: Which Speakers and How To Find Them?; (4) Logistics: Where, When, and How To Program?; and (5) Publicity: How Do You Reach Your Audience? Three appendices also are included: (1) List of Selected Resources; (2) Program Planning Checklist; and (3) Press Releases. (DB)

ED 360 208

SO 022 862

School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Spain, 13-17 mar 1991).

PUB DATE- Mar 91

NOTE- 188p.; Prepared by the Human Resources, Education, Training and Youth Task Force.

LANGUAGE- English; French

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Collected Works - Proceedings (021)

DESCRIPTORS- \*Cultural Awareness; \*Cultural Interrelationships; Cultural Pluralism; Foreign Countries; Higher Education; \*International Educational Exchange; \*International Organizations; International Relations; Migration

IDENTIFIERS- \*European Community

This document sets forth the proceedings of a symposium on the subject of international educational exchanges. Part 1 of the document includes introductory remarks by Catalonia's minister of education and David Coyne of the European Commission's task

Santoro, Lawrence

From Puggy to Larry: Poetry from "Gathering Light."

PUB DATE- 92

NOTE- 31p.; Paper presented at the Midwest Philosophy of Education Society (Chicago, IL, November 14, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- \*Childhood Attitudes; \*Cognitive Development; Creative Writing; Developmental Stages; Educational Development; \*Educational Philosophy; \*Parent Child Relationship; \*Poetry; \*Preadolescents

IDENTIFIERS- \*Childhood Experiences; Egan (Kieran)

This paper contains a poetry reading presented to a meeting on poetic narrative and educational development. The presentation was based on the theory that the field of philosophy of education should include the realm of the possible as created and populated by the imagination, and often portrayed by works of art. The poems consist of attempts to represent childhood experiences from a child's point of view. They are poetic representations of a phenomenology of preadolescent cognitive development. Through the series of eight poems, the child (Puggy) becomes the little boy (Larry) by becoming able to distinguish self from other and advancing from a mythic to a romantic stage of development. A warning is included to the effect that the attempt to impose such adult terminology on this poetry may be destructive of the poet's work. Also included is a work in progress, a piece of prose that begins from an adult point of view when a morning brings back memories of long ago and childhood games. The poems are narrated by either Puggy the child, Larry the boy, or the poet as an adult. Each narrator could be identified as one of Kieran Egan's four stages of educational development. The mythic stage is identified with Puggy and encompasses the ages 4 through 10. The romantic stage is identified with Larry and ages 9 through 15. The philosophic state is represented by the poet and ages 14 through 20. The final ironic stage is ages 19 and over. (DK)

ED 360 227

SO 023 175

Bowen, Raymond C.

Vision and the Black Community College President. Revised.

PUB DATE- May 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Administrator Role; Basic Skills; \*Black Achievement; Black History; Black Influences; \*Blacks; College Administration; \*College Presidents; Community Colleges; Cultural Differences; Higher Education; \*Leadership Responsibility; \*Multicultural Education

IDENTIFIERS- African Americans; \*City University of New York La Guardia Comm Coll; Cooperative Education Program

In this speech the black president of an urban community college discusses how his experiences as an African American has affected his performance as the leader of his school. He suggests that people from the ghettos tend more naturally to develop genuine understanding of fairness, that African Americans bring a vision of leadership that stresses inclusiveness, and strive for greater cultural and ethnic

subjects. This professional development/mentoring program for classroom teachers then enabled the teachers to provide turnkey training to other colleagues in their school. The program took place in six elementary schools that participated in school-based management/shared decision-making. The program consisted of on-site, hands-on workshops for participants, plus planning sessions between individual teachers and artists, supervised classroom presentations, exhibitions of student art work, and turnkey training workshops. Evaluators concluded that the workshops were well planned and modeled effective art teaching techniques. They reported that teachers were comfortable with the materials, techniques, and classroom environment. The children were interested and active in class discussion. Supplies and equipment were found to be generally adequate. Teachers felt that the program had a positive impact on students' art awareness, abilities, self confidence, and ability to make critical distinctions. They agreed that art education was an important part of the curriculum and should not be abandoned in times of budgetary restrictions. They felt that with the proper training, art could be taught successfully by teachers without an art background. Evaluators recommended that the program be expanded, be implemented earlier in the school year, and a refinement in school selection procedures be requested to ensure full support for the program at the school level. Five appendices include results of interviews with classroom teachers and principles. (DK)

ED 360 245

SO 023 316

Wojtan, Linda S.

Resources for Teaching about Japan.

SPONS. AGENCY- Japan Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.

PUB DATE- 93

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Curriculum Enrichment; \*Educational Resources; Elementary Secondary Education; Foreign Countries; \*Instructional Materials; \*Intercultural Programs; \*International Educational Exchange; International Relations; \*Japanese; Social Studies

IDENTIFIERS- \*Japan; \*Japanese Culture

This book lists resources for materials and ideas for teaching about Japan. The resource listings are not intended to be encyclopedic and are not intended to be a comprehensive listing of every useful curriculum item. The attempt has been made to highlight especially those organizations that work with kindergarten through grade 12 teachers, understand their needs, respect their challenges, and design meaningful materials. Programs, materials, and groups are organized in 16 sections. The first section describes the National Precollegiate Japan Projects Network. Thirteen programs across the United States are included with address, telephone, and contact information. The section on outreach programs includes 31 entries connected with museums, educational organizations, and federally funded programs. The third section lists 19 related organizations that do not focus on Japan specifically but provide services and materials helpful to those teaching about Japanese culture. The section for audio-visual materials lists three sources to

Barnes, Mary Ellen; And Others

A Metacognitive Strategy for Teaching Essay Planning to E.S.L.

Students: A Computer-Based Instructional Design.

PUB DATE- 93

NOTE- 48p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language (San Francisco, CA, March 1990).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments

(160), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Cognitive Processes; College Students; \*Computer Assisted Instruction; \*English (Second Language); \*Essays; Higher Education; \*Metacognition; Second Language Instruction; Student Evaluation; \*Writing Instruction

IDENTIFIERS- University of Southern California

A lesson in essay planning designed for college and graduate students of English as a Second Language is described. The intended audience is a group with varied linguistic backgrounds and levels of English proficiency. The lesson's objective is to develop metacognitive skills for planning well-organized essays. A computer program using graphics, pull-down menus, and color coding was created to direct students' planning events, and the actual writing is done with paper and pencil. This lesson is designed for use early in the writing course, before the first essay is written, to make the writing process more efficient. Criteria used for evaluating the instructional design, lesson content, and technical quality of the program are outlined. Specific instructional components incorporated into the lesson are also described. These include: gaining attention; informing the learner of the lesson objective; communicating the function and utility of the strategy; communicating the context in which the strategy will be used; confirming or teaching subordinate skills; describing and demonstrating the planning task strategy and providing varied practice with novel problems; eliciting unprompted performance; providing informative feedback; assessing performance; and enhancing retention and transfer. Student and instructor questionnaires and some screen designs are appended. (MSE)

ED 359 803

FL 021 350

Portin, Gail Joyce

Chinese Students and Questioning Skills in American Graduate Level Classrooms.

PUB DATE- May 93

NOTE- 125p.; Masters Thesis, Biola University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Classification; \*Classroom Communication; Cultural Differences; \*English (Second Language); \*Foreign Students; Graduate Students; \*Graduate Study; Higher Education; \*Language Patterns; Language Research; Linguistic Theory; Pragmatics; \*Questioning Techniques; Skill Development; Sociolinguistics; Teacher Attitudes

IDENTIFIERS- \*Chinese People

A study investigating difficulties encountered by Chinese graduate students in asking questions in the American classroom, and suggested solutions, are presented. An introductory section describes features of the Chinese



(141)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; English (Second Language); \*Functional Literacy; \*Literacy Education; Program Descriptions; \*Reading Improvement; \*Reading Instruction; Self Esteem

IDENTIFIERS- Illinois (Cook County)

The Learn to Read project was designed to provide a supportive setting in which functionally illiterate adult students from suburban Cook County, Illinois, and surrounding areas could develop reading and writing skills. The target population included English-dominant adults with basic oral competency but no literacy skills, as well as limited-English-proficient adults who had limited experiences in an educational setting, did not use the Roman alphabet in their first language, or lacked adequate comprehension skills and strategies. The project strategy focused on immediate application of students' needs, with an interactive approach using professional instructors, community volunteers, and peer involvement. More than 50 students were recruited and attended the multi-level classes; at least 66 percent attended 2 or more cycles. Short-term results include the following: two students received previously unattainable driver's licenses; several students enrolled in adult and continuing education or Oakton Community College courses following or concurrent with the reading classes; several students who had been unemployed got jobs; and several students decided to meet in a self-help group during the summer months to continue to improve their skills. Appended are the recruitment brochure and flyer, a suggested materials list; exercises in reading the newspaper, advertisements, discount coupons, and food labels; and a step by step approach used by a volunteer tutor for teaching a student how to read stories specifically written for the student. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 823

FL 800 610

Watt, David L. E.

Latin American Literacy Partnership Project. Final Formative Evaluation.

PUB DATE- 10 Jul 92

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Students; Children; \*English (Second Language); \*Family Programs; Foreign Countries; Language Proficiency; Latin Americans; \*Literacy Education; Program Evaluation

IDENTIFIERS- Canada; \*Family English Literacy

This final evaluation of the 1991-92 program year of the Latin American literacy Project, designed to foster English language literacy in Spanish-speaking families in Canada, is intended as a formative report, American Literacy Project is intended as a formative report, assessing the changes in the students' language proficiency and the progress in the program's design. Standardized tests and questionnaires measured progress in language proficiency, and additional data were collected via observation and unstructured interviews. The following findings are reported: (1) the children's program is successful in its language and educational readiness goals, with the children showing progress in literacy skills and attitudinal changes; (2) the adult program, a combination of traditional and more modern methodologies for teaching English, is functioning at a satisfactory level with students exhibiting a degree of second

cooperation in literacy, the possible damage to local cultures, and how international cooperation can be promoted in a way that sustains local identity. The notion of multiple literacies is discussed. Three ways to consider "local literacies" are suggested: different languages and writing systems; invented local literacies, often based on or connected with a dominant writing system but signalling for its users a different social identity; and vernacular literacies, or alternative uses of reading and writing within the same language and writing in a culture that is neither elite nor institutional. It is concluded that the issue of local literacies is not a marginal matter but that it is central to any language and literacy program. Contains 33 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 843

FL 800 666

Zmich, JoAnn, Comp.

Shared Wisdom: A Collection of Proverbs, Sayings and Quotations. SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

Div. of Adult Basic and Literacy Education Programs.

PUB DATE- 91

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arabic; \*Beliefs; Chinese; \*Cultural Awareness;

Cultural Differences; \*English (Second Language); \*Folk

Culture; French; Idioms; \*Literacy Education; Persian;

\*Proverbs; Spanish; Uncommonly Taught Languages; Vietnamese

Based on the idea that there are universal beliefs that unite people from every part of the world, this collection illustrates common sayings, stories, proverbs, and quotations from students in English-as-a-Second-Language classrooms.

During the classes, students talk about their families, countries, and customs, including traditional foods and recipes. The collection presented in this document evolved from a class project in West Chester, Pennsylvania. Students came from Taiwan, Haiti, Iran, Mexico, Morocco, Puerto Rico, Spain, and Vietnam. The sayings are presented in each native language. Contains 14 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 844

FL 800 667

Power, Michael A.

Interactive ESL In-Service Teacher Training via Distance Education.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cable Television; \*Distance Education; Educational

Technology; \*English (Second Language); Higher Education;

\*Inservice Teacher Education; Interaction; \*Interactive Video;

Models; Public School Teachers; State Programs; Video Equipment

IDENTIFIERS- \*Hawaii Interactive Television System; Public Access Television

The Hawaii State Department of Education offers university credit

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies;  
\*Cooperative Programs; Coordination; \*Educational Assessment;  
Educational Quality; \*Higher Education; Institutional  
Cooperation; \*Institutional Evaluation; Program Descriptions;  
Public Colleges; \*Regional Programs  
IDENTIFIERS- \*South Carolina

A consortium of South Carolina colleges and universities developed assessment programs which would fully satisfy state and accreditation assessment mandates and increase program quality and institutional effectiveness. A South Carolina Higher Education Assessment Network was established with a Coordinating Center at Winthrop College to provide organizational and technical assistance for member institutions, manage Network services and activities, and collect and produce assessment resource materials. The project itself featured 10 ongoing objectives: (1) formation of the Network; (2) organization of a state advisory board; (3) conduction of a needs assessment for member institutions; (4) organization of core groups of assessment leaders on member campuses; (5) holding an annual Statewide Assessment Conference; (6) establishment of an assessment clearinghouse and technical assistance center; (7) publication of a Network newsletter; (8) creation of an assessment primer; (9) dissemination of the primer; and (10) publication and dissemination of information on the Network to media, professional organizations, and the institutions outside the Network. All goals with the exception of the fourth one were accomplished with high degrees of participation and satisfaction by members. By the end of the program implementation period, the Network had 42 institutional and agency members including all 33 public colleges and universities in the state. Project Director comments are appended. (JB)

ED 359 863

HE 026 551

Strachan, Kristine  
Capstone-Cornerstone Program for Reform of Legal Education at the  
University of Utah College of Law.

SPONS. AGENCY- Fund for the Improvement of Postsecondary  
Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- College Faculty; \*Curriculum Development;  
\*Educational Change; Higher Education; \*Law Schools; Law  
Students; \*Legal Education (Professions); Program Descriptions;  
\*Program Development; Program Implementation

IDENTIFIERS- \*University of Utah

The University of Utah developed and implemented a project for curricular reform at its Law School called "Capstone-Cornerstone." It was designed to provide each year of legal education with a distinctive purpose and a logical progression in the acquisition of knowledge and development of skills, provide different levels of exposure to subjects, and promote diverse teaching and evaluation methods. The program retains the traditional first year curriculum. Most of the traditional second year curriculum was restructured into 13 Cornerstone courses devoted to imparting foundational doctrine and skills

higher education. (GLR)

ED 359 882

HE 026 579

Financial Audit. Federal Family Education Loan Program's  
Financial Statements for Fiscal Year 1992. Report to the  
Congress.

PUB DATE- Jun 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Audits (Verification); \*Compliance (Legal);  
\*Efficiency; \*Federal Aid; Federal Legislation; Federal  
Programs; Financial Audits; Higher Education; Paying for  
College; Program Administration; Recordkeeping; \*Student  
Financial Aid; \*Student Loan Programs

IDENTIFIERS- \*Family Education Loan Program

This report presents the results of an audit of the Principal  
Financial Statements of the Department of Education's Federal  
Family Education Loan Program and its internal controls and  
compliance with laws and regulations for the fiscal year ended  
September 30, 1992. The report details the following findings:  
(1) the Statement of Cash Flows were found to be reliable in  
all material respects; however, it was not possible to give an  
opinion on the Principal Statements taken as a whole; (2)  
internal controls in operation were ineffective in protecting  
assets and assuring that there were no material misstatements  
in the Principal Statements; however, they were effective in  
assuring material compliance with laws related to the use of  
budget authority and with significant provisions of other laws  
and regulations; and (3) no material noncompliance with laws  
and regulations were detected. In addition to these  
discussions, the report offers conclusions on the Overview of  
Financial Entity and other supplemental information and the  
scope of the audit. (GLR)

ED 359 883

HE 026 580

Student Loan Program Simplification: Final Report. A Report to  
the Congress of the United States and the Secretary of  
Education.

PUB DATE- Jul 93

NOTE- 32p.; For the interim report, see ED 358 764.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Change Strategies; Educational Legislation;  
\*Efficiency; Federal Aid; Federal Legislation; Federal  
Programs; Higher Education; Paying for College; Postsecondary  
Education; Program Administration; Program Effectiveness;  
Program Evaluation; \*Program Improvement; \*Student Financial  
Aid; \*Student Loan Programs

IDENTIFIERS- \*Direct Lending; \*Family Education Loan Program

This Advisory Committee's final report presents study activities,  
findings, and recommendations for the simplification of the  
Federal Family Education Loan Program (FFELP). Analysis showed  
that the current FFELP program structure and operations are  
needlessly complex and require major reform. An interim report  
providing recommendations for the restructuring of the FFELP  
also offers key recommendations for structuring a streamlined  
direct lending program. The Committee recommended the  
consolidation of FFELP participants, creation of a single loan  
program with standard terms and conditions, refinancing

PUB DATE- Jun 93

NOTE- 654p.; For the fall 1991 report, see ED 347 926.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Age Groups; Demography; \*Enrollment; \*Full Time Students; Graduate Students; Graduate Study; Higher Education; \*Part Time Students; School Demography; School Statistics; \*Sex Differences; \*State Universities; Statistical Data; Student Characteristics; Trend Analysis; Undergraduate Students; Undergraduate Study

IDENTIFIERS- \*State University of New York

This report provides statistical tables on the age groups and sex of full-time and part-time graduate and undergraduate students in the State University of New York (SUNY) system for Fall 1992. Part 1 contains data for the entire system including headcount tables with corresponding percent distribution arrays. Part 2 displays headcount and percentage arrays of students by age group for each institution and institution type. Tables are available for undergraduates, graduates, and first-time students by full-time or part-time status. Part 3 provides summarized data of historical trends on all students from Fall 1986 through Fall 1992. The trend reports are grouped into sections by level--undergraduate or graduate. Each level has both headcount and percentage distributions for total, full-time and part-time students. Part 4 displays age and sex trend by level and status indexed to Fall 1986. The data for Part 4 and Part 5 are divided into two age groups; those under 25, and those 25 and over. Part 5 displays change and percent of change in the age and sex trends by student level and load from Fall 1986. The final part of the report contains a map locating the institutions of the State University, Chronology of Dates of Establishment of Institutions of the State University of New York and a list of publications from the school's Office of Institutional Research. (GLR)

ED 359 902

HE 026 601

Ellis, Susanne D.; Mulvey, Patrick J.  
Enrollments and Degrees.

PUB DATE- May 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Persistence; Astronomy; Comparative Analysis; Curriculum Development; \*Degrees (Academic); \*Enrollment; Foreign Students; Graduate Students; \*Graduate Study; Higher Education; Minority Groups; \*Physics; Science Curriculum; Statistical Data; Trend Analysis; Undergraduate Students; \*Undergraduate Study

Periodic revisions of the physics and astronomy curricula have been made to make scientific course-work more appealing to a greater number of college students and ultimately create a more positive image of these disciplines. This report, in an attempt to determine how effective these revisions have been, provides 13 tables and 3 figures of trend data concerning enrollment in introductory physics and astronomy courses and the numbers of degrees conferred in these disciplines. Several tables present 5- or 10-year trend data. Tables include data such as the numbers of institutions granting physics degrees by highest degree offered, numbers of physics enrollments and degrees awarded by academic year from 1981 to 1993, graduate

carrying 250,000 pages of text per 19 hours of audio per 72 minutes of full motion video or a combination of all 3. Aspects that are examined include: (1) attributes of CD-I as an innovation; (2) advantages and properties of the process; (3) compatibility; (4) complexity; (5) trialability; (6) observability; (7) cost-benefit analysis; (8) potential adopters; (9) rate of adoption; (10) criticisms of the current diffusion efforts; and (11) recommendations for an alternative campaign for communication, marketing, and diffusion. Although it is too early to make a definitive pronouncement on the outcome of the introduction of CD-I, a sufficient body of criticism has emerged to suggest that its launch without full-motion video was a serious drawback that may undermine the whole launch of this new technology. Many new ingredients are needed for an alternative diffusion campaign. The effort highlights the many problems in the introduction of a new technology. (Contains 39 references.) (SLD)

ED 359 921

IR 016 129

Heterick, Robert C., Jr., Ed.

Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10.

SPONS. AGENCY- Digital Equipment Corp., Marlboro, MA.

PUB DATE- 93

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Community Colleges; Distance Education; Educational Change; \*Educational Improvement; Educational Quality; \*Educational Technology; Higher Education; \*Information Technology; Learning; Research Universities; School Restructuring; Teacher Education; \*Teaching Methods; \*Technological Advancement; Theory Practice Relationship

IDENTIFIERS- Digital Transmission Systems; \*Reform Efforts

Changes in digital technology offer significant opportunities to advance the quality of education for students and faculty. Technology can serve as a vehicle to expand the educational reach. Perspectives on changing higher education to fulfill the promise of educational technology are offered in the following papers: (1) "Introduction: Reengineering Teaching and Learning" (Robert C. Heterick, Jr.); (2) "Silicon in the Grove: Computing, Teaching, and Learning in the American Research University" (Richard N. Katz); (3) "Reengineering of Student Learning? A Second Opinion from Camelot" (David L. Smullen); (4) "Community Colleges: Using Information Technologies To Harness Winds of Change" (Ronald Bleed); (5) "Comprehensive Universities Refocusing for the Next Century" (Thomas W. West and Stephen L. Daigle); (6) "Information Technology--Enabling Transformation" (Carol A. Twigg); (7) "A Third Opinion from Camelot" (Thomas F. Moberg); (8) "Growing Our Academic Productivity" (Polley Ann McClure); and (9) "Reengineering or Just Tinkering?" (Don Doucette). A list of 17 resources for additional information is included. (SLD)

ED 359 922

IR 016 131

Taitt, Henry A.

Technology in the Classroom: Planning for Educational Change.

PUB DATE- Mar 93

NOTE- 7p.

teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Graphics;

\*Computer Literacy; Computer Science Education; Computer

Software; Electronic Mail; Higher Education; Introductory

Courses; Laboratories; Laboratory Manuals; Programing Languages

IDENTIFIERS- Apple IIe; Apple Macintosh; California State

University Inst for Teach Learn; \*College Teaching and Learning

Collection

This lab manual is designed to accompany a college course introducing students to computing. The exercises are designed to be completed by the average student in a supervised 2-hour block of time at a computer lab over 15 weeks. The intent of each lab session is to introduce a topic and have the student feel comfortable with the use of the machine and the particular software. The faculty guide supplies the instructions for each of the 15 labs. The lab topics are as follows: (1) introduction to electronic mail; (2) introduction to the Macintosh SE/II computer; (3) Macintosh SE/II orientation; (4) Macintosh SE/II WORKS/wordprocessing orientation; (5) WORKS/database applications; (6) WORKS/spreadsheet applications; (7) integrated WORKS; (8) general Macintosh applications; (9) Macintosh graphics applications; (10) Hypercard and videodisc applications; (11) introduction to the Apple IIe/Apple GS; (12) introduction to Apple DOS/system utilities; (13) Apple IIe languages (BASIC and LOGO); (14) Apple IIe/GS software and documentation evaluation; and (15) how to buy a computer and computer ethics. (MES)

ED 359 942

IR 016 164

Machine Translation Technology: A Potential Key to the

Information Age. Report of the FCCSET Committee on Industry and Technology.

PUB DATE- Jan 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Annotated Bibliographies; \*Automation; \*Computer

Oriented Programs; Computer Software; Editing; Foreign

Countries; \*Government Role; \*Machine Translation; Policy

Formation; Productivity; Scientific and Technical Information;

\*Second Languages; \*Technological Advancement; Word Processing

IDENTIFIERS- Japan; \*Natural Language Processing; United States

Machine translation (MT), an emerging technology that enables

text to be translated from one language to another by computer,

represents an indispensable contribution to the sharing of

technical information particularly since nearly half of the

world's scientific and technological literature is written in

languages other than English. The state of the art and its

potential are discussed. No existing MT system appears capable

of producing polished translations without some human

involvement, but current systems can yield definite benefits in

improved productivity in certain situations. The United States

is strong in research on natural language processing, but faces

the challenge of converting its research potential and

knowledge into commercial operating systems. Japan, where 14

Headquarters for the Caribbean. The document covers: (1) the role of information in the development process; (2) policy issues as they exist in relation to geographical groupings of Caribbean states; (3) priority information development sectors, such as agriculture, industry, and tourism; (4) information services required by the development community and by innovators in the public and private sector; (5) description of programs offered by existing systems; (6) mandates of relevant organizations that have already implemented systems in their areas of specialization; (7) description of activities of regional organizations in the development of regional information systems; (8) activities of extra-regional and international organizations in the development of information systems; (9) examination of human, technological, information and financial resources available for maintenance of regional information systems; (10) national information policies; (11) mechanisms such as libraries and statistical services that facilitate regional and national information flow; (12) proposals that identify systems to be linked, recommend the establishment of systems meeting specific needs, and create a regional network to consult and monitor regional information systems; and (13) policy monitoring. Reports of meetings with regional organizations and a list of participants are appended. (KRN)

ED 359 963

IR 054 485

Woolfs, Blanche  
Creating Elementary and Secondary School Libraries: A Basic Approach.

PUB DATE- Jul 92

NOTE- 13p.; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

LANGUAGE- English

EDRS PRICE- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Desktop Publishing; Developing Nations; Elementary Secondary Education; \*Learning Resources Centers; \*Library Development; Library Materials; \*Literacy; \*Material Development; Media Specialists; \*School Libraries; \*Student Developed Materials; Writing for Publication

IDENTIFIERS- Information Skills

This paper presents a method for creating school libraries through the production of materials by the students themselves. Purposes of the project are to promote literacy in elementary and secondary schools through opportunities for students to read and write and to encourage the creation of school libraries where none exists. Teachers are shown how, by using a core reference collection, elementary and secondary students can prepare research reports that can be transformed through the use of electronic desktop publishing into a basic library for the schools. In this way, teachers are encouraged to make research assignments that take the classroom beyond lecture/text instruction, and students are encouraged to expand their information seeking skills. Adding to, maintaining, and distributing the collection are assignments for someone who is knowledgeable, thus identifying the need for school librarians to assist in the resources process and management of resource collections. A list of criteria for establishing a library is appended. (Contains 7 references.) (KRN)



Networks; \*Information Technology; Library Development;  
 \*Library Role; Models; \*Technological Advancement  
 IDENTIFIERS- \*Brandon University MB; Canada; Information Society  
 Information technology is having a profound effect on higher education in North America, and Brandon University in Manitoba (Canada) is in a position to join this movement in its early stages. The case for integrating information technology into the curriculum is argued, and the potential role of the new library complex in the teaching function is outlined. The recent expansion of the campus information network, MONET, has enhanced opportunities for faculty members, but this technology has yet to be extended to students. The new library is planned to allow the incorporation of information technology into the curriculum, should the university and the community elect to move students into the information technology age. Practical suggestions are offered to accomplish this. A first step is to begin developing courses that apply information technology to the specific research assignments required of students. A second, longer-range task is to create new courses on the history, sociology, and psychology of the information society, so that students gain an intellectual context in which to place contemporary events. It will also be essential to ensure that the technological infrastructure of the campus does not become progressively obsolete because of financial constraints. An appendix provides an annotated bibliography that lists 45 sources of additional information. (Contains 42 references.) (SLD)

ED 359 983

IR 054 621

Gex, Jeannie L.  
 Library Skills Workbook. Featuring: BISON--Buffalo Information System Online. 14th Edition.  
 PUB DATE- Jan 93  
 NOTE- 48p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Test, Questionnaires, Evaluation Instruments (160)  
 DESCRIPTORS- College Libraries; College Students; Higher Education; \*Information Retrieval; \*Library Instruction; \*Library Skills; \*Online Systems; \*Research Skills; Undergraduate Study; Users (Information); Workbooks  
 IDENTIFIERS- State University of New York Buffalo  
 The workbook is designed to give students the basic information needed to conduct effective library research. It helps familiarize students with the Buffalo Information System Online (BISON), as well as other sources, in print and online, that can be used to search for information. A worksheet is included for students to mark their answers to the workbook exercises and to demonstrate that they have completed the workbook. Workbook activities are coordinated through English classes. Searching for books and locating and identifying periodicals are covered. The emphasis is on the use of the Undergraduate Library at Capen Hall at the State University of New York at Buffalo, but the skills are transferable to other campus libraries, for which locations and purposes are identified. (SLD)

ED 359 984

IR 054 624

Aul, Billie; Yates, Melinda  
 An African-American Bibliography: The Arts. Selected Sources from

NOTE- 24p.; Paper presented at the National Institute for Staff and Organizational Development International Conference on Teaching Excellence (14th, Austin, TX, May 24-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; College Faculty; \*College Outcomes Assessment; \*College Planning; Community Colleges; \*Institutional Evaluation; Models; Participative Decision Making; Program Descriptions; Program Design; Program Development; School Effectiveness; \*Self Evaluation (Groups); \*Strategic Planning; Two Year Colleges

IDENTIFIERS- \*Focus Groups; \*New Mexico State University Alamogordo

In 1992, Alamogordo Branch Community College (ABCC), a branch campus of New Mexico State University, developed and implemented the Institutional Assessment and Strategic Planning (IASP) process, an integrated process designed to assess both student academic achievement and institutional effectiveness. Each year, the IASP process begins when individual faculty members evaluate their assessment activities for all courses and complete reports about their assessment efforts. Next, instructors in all academic disciplines discuss their assessment activities at discipline-specific focus group meetings. Other activities include focus groups among each of the four academic divisions, focus retreats for faculty and for student services personnel, focus group meetings in each student service program, and Institutional/Instructional Support focus groups and retreats. At focus group meetings, participants complete forms listing strengths and concerns in their areas, and develop action plans. These forms and action plans are forwarded to the IASP Committee and used as support documentation for the strategic planning process. The IASP Committee, with 10 members appointed by the Provost, develops a set of institutional issues. The issues are ranked, and institutional actions are developed to address each issue. Subsequently, an institutional plan is developed and presented to the college community. Institutional research is important to the IASP process, including internal and external environmental scans and student tracking systems. The IASP process is successful at ABCC because it provides an opportunity for everyone on campus to be heard. (PAA)

ED 360 001

JC 930 349

Lillibridge, Fred; And Others

NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1).

PUB DATE- 93

NOTE- 104p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; College Outcomes Assessment; \*College Planning; Community Colleges; Educational Quality; \*Institutional Research; Institutional Role; Instructional Effectiveness; \*Outcomes of Education; School Effectiveness; \*Self Evaluation (Groups); \*Strategic Planning; Student Development; Two Year Colleges

PGCC as compared with the contributions of four other Maryland counties to parallel institutions in their jurisdictions, suggests that Prince George's County consistently provides less funding for PGCC than peer counties provide their community colleges. Tables and a complete list of costs per FTE student for each discipline are included. (MAB)

ED 360 017

JC 930 365

Preston, David L.  
Interfacing Two-Year and Four-Year Transcripts for Transfer Students.

PUB DATE- May 93

NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; \*Academic Persistence; \*Academic Records; \*College Transfer Students; Community Colleges; Educational Mobility; Grades (Scholastic); Higher Education; Student Evaluation; Transfer Programs; Two Year Colleges; Two Year College Students; Universities

IDENTIFIERS- Brazosport College TX; \*Transfer Shock

A study was performed to determine the feasibility of using grade point averages and course-completion ratios in determining the success of community college students who transferred to four-year institutions. Four Texas universities searched their transcript files for students who had transferred from Brazosport College (BC), and provided BC with machine-readable copies of the transcripts. The BC transcripts and those from two of the universities, the University of Texas-Austin (UTA) and Sam Houston State University (SHSU), were matched and merged. Study findings included the following: (1) grade point averages (GPA's) dropped from 3.304 at BC to 2.256 at UTA, an average decrease of 1.048 points; (2) GPA's for students transferring to SHSU dropped 0.191 points, from 2.689 to 2.498; (3) course completion rates fell significantly upon transfer to the four-year institutions, with UTA students showing a particularly large decrease; (4) 67% of those who received a "C" or better in a BC English course received a "C" or better at one of the four-year institutions in subsequent English courses; and (5) overall, BC students did not do as well after transferring as they had at BC. A history of similar research efforts, a 12-item bibliography, and an appendix describing the next study undertaken at BC to test the usefulness of the software system used to analyze transfer data are included. (MAB)

ED 360 018

JC 930 367

Sturtz, Alan J.; McCarroll, Judith A.  
Placement Testing and Student Success: The First Intervening Variable.

PUB DATE- 19 May 93

NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

student activities including big-name entertainers and guest speakers; (5) of the 370 students who responded to a question regarding voting procedures, 55% felt that SGA voting procedures should be extended to include night and extension students; and (6) respondents were generally interested in an increase in on-campus activities, including intramural programs (37%) and fraternities and sororities (41%). The survey instrument, respondent demographics, and open-ended student comments are included. (Contains 92 graphs.) (MAB)

ED 360 034

JC 930 393

A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges.

PUB DATE- 25 Aug 93

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; \*College Administration; College Faculty; Community Colleges; Educational Change; Educational Finance; Educational Improvement; \*Educational Needs; \*Educational Quality; \*Financial Needs; \*Needs Assessment; Professional Development; School Funds; School Support; Self Evaluation (Groups); State Aid; State Surveys; Teacher Attitudes; \*Teaching Conditions; Two Year Colleges

IDENTIFIERS- \*Iowa

In an effort to provide the people of Iowa with a clearer sense of the needs for improvement in the state's 15 public community colleges, this report examines problem areas and causes and presents recommendations for improving educational quality. First, a discussion is provided of four key problem areas identified through a survey of over 1,000 faculty members and subsequent focus group discussions, including: (1) teaching conditions, such as increases in enrollment, expanding curricula, lack of adequate funding, an increase in students drawn from the third quartile of ability, overworked faculty, use of part-time faculty, and limited facilities and equipment; (2) leadership and governance, discussing such problems as inconsistent and inexperienced leadership, faculty members failing to raise issues of quality, declining standards, and the inability of colleges to commit to decentralization; (3) the community college mission, highlighting confusion in redefining the mission and concerns about economic development and partnerships with business; and (4) the lack of opportunities for professional development. For each area, recommendations for improvement are listed. Causes of these problems are then examined, indicating that many are chronic, having existed in the colleges for 20 years, and are similar to those experienced by public K-12 education. Finally, suggestions for statewide action are made, including adequate financial support, pilot programs to improve governance, support for mentor programs, and the creation of five autonomous college districts. (MAB)

ED 360 035

JC 930 394

Soltz, Donald F.

JCCC Transfer Students: Their Destinations and Achievements. 1992-1993.

PUB DATE- Jun 93

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

again. Results revealed no significant differences between children with different child care histories. Intellectual performance and ratings of adjustment were instead related to earlier measures of cognitive abilities, HOME inventory scores, and gender. (MM)

ED 360 053

PS 021 523

Kerr, M. Kaye

Background Factors Predicting Teacher Ratings of Children's School Performance.

PUB DATE- Jul 91

NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Minneapolis, MN, July 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Cultural Background; Elementary Education; Elementary School Students; Family Environment; Foreign Countries; \*Preadolescents; Sex Differences; \*Socioeconomic Background; \*Student Evaluation; \*Teacher Attitudes; \*Teacher Expectations of Students; Teacher Response; Teacher Student Relationship

IDENTIFIERS- Classroom Adjustment Rating Scale; England (London)

This study examined background factors in children that influence teachers' ratings on the Classroom Adjustment Rating Scale (CARS). Sixteen classrooms in five schools were selected to include a range of socio-economic and cultural groupings from Inner London, England Primary Schools. Teachers used the CARS and an additional short scale of overall adjustment to rate 190 children, ranging from 8 to 12 years of age. The information collected about the children and their families included age, birth order, family size, parental occupation, mother tongue, language, number of schools attended and number of residence changes. Separate analyses for English and non-English mother tongue groups indicated that social ethos and gender contributed to a significant percent of the variability in total teacher rating for both groups. Analysis suggested that teachers' ratings of children are influenced by the children's social and family situation. Gender also had a significant impact on the teacher rating process. Females overall were rated more positively than males on school-related adjustment behavior. Overall, children who came from families with higher status occupations, who had families which provided child-centered reasons for school absences and provided relative consistency of communication with the child and school, were rated more positively than children with less favorable environments. (Author/MM)

ED 360 054

PS 021 524

Kerr, M. Kaye

Assessment of School Maladjustment.

PUB DATE- Apr 91

NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (58th, Seattle, WA, April 18-21, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; \*Achievement Tests; \*Behavior

as assessed by peers predicted peer acceptance. Self-perceptions of social competence were related to students' perceptions of their own humor. For fourth graders, no direct links from humor were found, but self-perception of humor still affected perceived social competence. (MM)

ED 360 073

PS 021 579

Eberly, Mary B.; And Others

Variations of Parent and Adolescent Emotional Expression:  
Differences by Pubertal Status, Gender, and Conversation.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Development; \*Adolescents; Affective Behavior; \*Age Differences; \*Discourse Analysis; Elementary School Students; Intermediate Grades; Interpersonal Communication; \*Parent Child Relationship; \*Preadolescents; Secondary Education; Secondary School Students; Sex Differences

IDENTIFIERS- \*Conversation; \*Emotional Expression; Negative Affect; Positive Affect

This study examined the effects of adolescent pubertal status, adolescent gender, parent gender, and conversation topic on parent and adolescent affective expression. Subjects were 85 adolescents in fifth through ninth grade who participated in 2 separate 8-minute conversations, one pleasant and one unpleasant, with their mother and father separately. Results showed that in general, less positive and more negative affect was expressed during late puberty than during early- or mid-puberty. Father-adolescent interactions were more neutral than mother-adolescent interactions. Pleasant conversations were more neutral, and contained more positive and less negative affect, than unpleasant conversations. Results are discussed in terms of the distancing hypothesis, dyadic differences in relationships, and situational influences. (Author/MM)

Ed 360 074

PS 021 589

Cook-Gumperz, Jenny; Scales, Barbara

Girls, Boys and People: Gender and the Discourse of the Nursery School.

PUB DATE- Mar 93

NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Philosophy; \*Hidden Curriculum; \*Ideology; \*Preschool Children; Preschool Education; \*Sex Differences; \*Sexual Identity; \*Socialization

It is maintained in this paper that, though rarely acknowledged, gender neutrality operates as an official curricular ideology, and thus the organizational force of gender in school settings is often hidden in unnoticed interactional and discourse practices. To examine this phenomenon, the play activities of 4- and 5-year-old girls and boys in an ethnically mixed preschool were analyzed from videotapes, and interviews with the children

IDENTIFIERS- \*Environmental Tobacco Smoke

A study was undertaken to determine the effects of tobacco smoke in the home on children's cognitive development. The study focused on 280 children, representing equal numbers of boys and girls and of Whites, Blacks, and Hispanics. When the participating children were 2 years old, their mothers were surveyed, interviewed, and tested to gather information on socioeconomic status, smoking habits, day care, infant feeding practices, intelligence, and the home environment. At age 3, the children completed the Stanford-Binet Fourth Edition (SBIV) measure of intelligence quotient (IQ) and the Peabody Picture Vocabulary Test. Data analysis revealed that the total number of packs of cigarettes smoked in the home was inversely related to child intelligence. Specifically, data indicated that as cigarette smoking increased by 1 pack per day, child IQ decreased by 1.65 points. Further analysis found that only the amount smoked by the mother was related to the children's IQ scores. Finally, data were also analyzed for 108 of the original children retested at 5 years of age, revealing that the particular relation of mothers' smoking habits to child IQ at 5 was not statistically significant. Study findings support the growing body of evidence that inhaling tobacco smoke from the environment has harmful effects on development. (AC)

ED 360 092

PS 021 618

St. John, Linda

Alliance Patterns Formed among Early Adolescents and Their Parents.

PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; \*Behavior Patterns; Conflict; \*Conflict Resolution; Fathers; Mothers; \*Parent Child Relationship; Parent Role; \*Sex Differences; Sex Role

To gather information on the role of gender in parent-adolescent interactions, a study was conducted of patterns of alliances formed during disagreements between 28 male and 28 female early adolescents and their parents. Interactions among adolescents and their parents were recorded while they planned an ideal vacation, and the transcripts were coded for meaning, occasions of disagreement between two individuals, and alliances formed in the disagreement by the third person. Alliances were defined as a third person entering a disagreement and taking sides, and were coded as either supporting or negating the idea in dispute. Results indicated that: (1) parents formed more supporting and negating alliances than did adolescents; (2) boys and girls did not differ in the way they formed alliances, while parents showed significant gender differences in their coordination of responses to disagreements; (3) mothers formed more alliances in families with boys than in families with girls; (4) when fathers opposed sons, mothers were more likely to add their opposition than fathers were when the mothers opposed sons; (5) fathers were more likely to take sides by supporting ideas in families with boys than in families with girls; and (6) fathers were more likely to support mothers' ideas when opposed by sons than when opposed by daughters. Graphs of alliance patterns are included. (AC)

DESCRIPTORS- Adolescents; American Indians; \*Canada Natives; Children; \*Child Welfare; Community Control; Community Services; Delivery Systems; Foreign Countries; \*Juvenile Justice; Legislation; \*Self Determination; \*Social Services  
IDENTIFIERS- \*Ontario

Extensive evidence indicates that the Native family and society are "at risk," having been undermined by the existing non-Native child welfare, education, and justice systems. This paper examines issues in juvenile justice, child welfare, and family services with regard to control by Canada Native communities of their own social services. The document includes: (1) selected Ontario statistics on Native children in care, Natives in the criminal justice system, and costs to the provincial government; (2) jurisdictional disputes related to the delivery of social services on reservations; (3) strategies to expand Indian control of social services; (4) the effects of the Canadian Young Offenders Act and the Children's Services Act of Ontario on aboriginal peoples; (5) difficulties in the implementation of the (U.S.) Indian Child Welfare Act; (6) issues in foster care and adoption of Native children; and (7) community programs and initiatives addressing parenting skills education, prevention of child abuse and neglect, use of Native family courtworkers, substance abuse prevention, counseling and homemakers' services, and youth activities. Appendices provide related legal documents and information about the project. A bibliography contains approximately 100 entries, including research papers, legislation, program reports, statistical reports, and journal articles. (SV)

ED 360 110

RC 018 977

Joslin, Paul; Gerlovich, Jack

PSinet: A Teleconferencing Network for Teachers.

PUB DATE- 26 Oct 92

NOTE- 7p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Networks; \*Educational Cooperation; Educational Innovation; Educational Resources; \*Educational Technology; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; \*Information Networks; \*Rural Education; Secondary School Students; Secondary School Teachers; \*Teleconferencing

IDENTIFIERS- \*PSinet

PSinet (People Sharing Information Network) is a national computer teleconferencing network for science and mathematics teachers. It is funded by the National Science Foundation (NSF) in cooperation with IBM and is housed at Drake University in Des Moines (Iowa). The NSF grant has provided: a workstation computer and software for each state department of education office and each major educational office in Washington, D.C.; state servers to be linked to users in each state; and training for users. By June 1993, all states will have servers in place and may begin to link down to regional servers and then to school buildings. Ohio already has connected all schools to the system. Iowa is proceeding with a plan to connect all schools, colleges, and major museums with a state network called IOWANET. If installed in every school in the country the PSinet would make it possible for teachers and students everywhere to communicate easily and inexpensively with each other. The potential for reducing teacher isolation and enhancing



Elements of the Holistic Education Vision"; (20) "The Difficulty of Building Coalitions in Holistic Education" (Ron Miller); (21) "The Free School: History of the Free School" (Mary Leue); (22) "From Gadfly to Mainstream: The New Orleans Free School Twenty Years Later" (Bob Ferris); (23) "An Experience in Froebel's Garden" (Elizabeth Cole); (24) "The Community School, Camden, Maine: Maine Alternative Gives Dropouts a Way Back" (Tom Verde); (25) "Kids, Democracy and Community" (Chris Mercogliano); (26) "Shared Spaces" (Betsy Mercogliano); (27) "Creativity" (Charlene Liberata); (28) "Peruvian Children" (Connie Frisbie-Houde); (29) "The Ecology of Childhood: A View of Summerhill School" (Matthew Appleton); (30) "The Experience of Summerhill" (Albert Lamb); (31) "The Emergence of Arthur Morgan School" (Ernest Morgan); (32) "The Free School and the Planet School" (Keiko-san Yamashita); "How To Get an Education at Home" (Pat Farenga); "The Free School Community as Learning Resource for Conscious Living" (Mary M. Leue). (KS)

ED 360 127

RC 019 239

Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session.

PUB DATE- 2 Jul 92

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*American Indian Reservations; American Indians; Contracts; \*Economic Development; Entrepreneurship; Federal Legislation; Hearings; \*Small Businesses; Tribes

IDENTIFIERS- Bureau of Indian Affairs; \*Buy Indian Act 1908; Congress 102nd; \*Federal Contractors

A Senate hearing received testimony on amendments to the Buy Indian Act, which allows the federal government to give preference to Indian businesses when awarding contracts on reservations. The legislation focuses on reservation economic development, sets aside for small businesses all contracts below \$1 million, addresses the prompt payment concerns of contractors, and outlines procedures for self-certification of Indian firms and for resolving disputes concerning the legitimacy of particular businesses receiving preferences. Representatives of the Bureau of Indian Affairs and the Indian Health Service discussed the extent of present agency contracts with Indian firms and problems encountered in implementing the Buy Indian Act. A speaker from the National Center for American Indian Business Development discussed: (1) the bottom ranking of American Indians in a national survey of minority owned businesses; (2) previous circumvention of the Buy Indian Act by the use of "front" companies with nominal Indian owners; (3) negative educational and economic statistics from "Indian country" and their relationship to lack of economic opportunity; (4) percentage of Indian-owned firms in 15 states; and (5) positive and negative labor-force, cultural, and environmental factors affecting business development on reservations. Representatives of tribes, Indian-owned businesses, and Indian organizations spoke in support of the legislation. (SV)

ED 360 128

RC 019 240

NOTE- 381p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Behavior Disorders; Child Behavior; \*Child Rearing; Early Childhood Education; \*Early Intervention; \*Educational Strategies; Elementary Secondary Education; \*Learning Problems; Neurological Impairments; Parent Role; Parent Student Relationship; Personal Narratives; \*Special Education; Teacher Student Relationship

IDENTIFIERS- \*Fetal Alcohol Syndrome

Three themes run through the accounts of parents and teachers as they relate their experiences rearing and teaching children with fetal alcohol syndrome (FAS): (1) Children with FAS can achieve far more than current negative stereotypes suggest; (2) Early intervention and excellent family care make an enormous difference to the success and happiness of children with FAS; and (3) Specific educational strategies can help alcohol-affected children learn in the classroom and the home. Through their accounts, these parents and teachers provide the "wisdom of practice," that is, lessons and inventions based in experience that can help other parents and educators devise educational strategies adapted to the unique needs of individual alcohol-affected children. Part I discusses how prenatal alcohol exposure affects children and their families, and explains the difficulties in information processing related to many behavioral problems of children with FAS. In Part II, parents present stories about parental advocacy, the importance of early diagnosis and early intervention, and the successes of alcohol-affected children. Part III covers teaching methods, classroom techniques, strategies for mainstreaming children with FAS in a small rural school, and alternative schooling for alcohol-affected children. Part IV presents recommendations for counselors and therapists working with families of alcohol-affected children. Appendices contain an extensive outline of educational strategies for preschool, elementary, and adolescent students with FAS or alcohol effects, and a list of 74 resources (audiotapes, videotapes, books, journal articles, newsletters, and organizations). An index is included. (SV)

ED 360 147

RC 019 300

Banya, Kingsley

Implementing Educational Innovation in the Third World: A West African Experience.

PUB DATE- 93

NOTE- 200p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Influences; Educational Change; \*Educational Innovation; Elementary Secondary Education; Foreign Countries; Higher Education; Models; Program Evaluation; \*Program Implementation; Resistance to Change; Rural Education; Social Influences; \*Teacher Education

IDENTIFIERS- \*Barriers to Implementation; \*Sierra Leone

Since independence, Sierra Leone has struggled with an inherited colonial educational system that is dysfunctional and irrelevant to the needs of a largely rural population. In an effort to remedy this situation, the Bunumbu Project, sponsored by UNESCO and other international aid organizations, was begun

Freitag). (PR)

ED 360 167

SE 053 546

Okebukola, Peter Akinsola; And Others  
Making College Science Transparent through the Use of Concept  
Maps.

PUB DATE- 93

NOTE- 15p.; Paper presented at the Annual Meeting of the National  
Association of Research in Science Teaching (Atlanta, GA, April  
14-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Biology; \*College Science; Concept Formation;  
Educational Research; Foreign Countries; Higher Education;  
\*Science Instruction; Scientific Concepts; Scientific Literacy

IDENTIFIERS- Concept Mapping; \*Concept Maps

This paper provides a brief review of research on concept mapping  
in biology at the college level that has addressed the issues  
of "conceptual transparency" and "learner friendliness." For  
many college students, biology is "conceptually opaque." For  
Students may memorize the characteristics of a plant, but find  
it difficult to identify that plant in their local environment.  
Categories of this paper include: (1) theoretical underpinnings  
and mechanics of concept mapping; (2) uses of concept maps in  
college science; and (3) concluding thoughts. (PR)

ED 360 168

SE 053 547

Hartsfield, John, Comp.; Sellers, Millie, Comp.  
An Outline of the Solar System: Activities for the Elementary  
Student.

PUB DATE- Dec 86

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher)  
(052), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Astronomy; Elementary Education; \*Elementary School  
Science; Elementary School Students; Learning Activities;  
\*Science Activities; Science Instruction; Scientific Concepts;  
Scientific Literacy; \*Solar System; Space Exploration; \*Space  
Sciences

IDENTIFIERS- Comets; Moon; Planets

This booklet provides information and five worksheets for  
elementary students studying the solar system. Fact sheets  
provide information on the sun, Mercury, Venus, Earth, Moon,  
Mars, asteroids, Jupiter, Saturn, Uranus, Neptune, Pluto, and  
comets. The worksheets are entitled: (1) Astronomical Unit; (2)  
Solar System Trivia; (3) Solar System Flash Cards; (4) Solar  
System Crossword; and (5) Solar System Word Search. (PR)

ED 360 169

SE 053 548

H.R. 4726--The Opportunities in Science & Technology Act of 1992.  
Hearing before the Subcommittee on Science of the Committee on  
Science, Space, and Technology, House of Representatives, One  
Hundred Second Congress, Second Session.

PUB DATE- 23 Jun 92

arithmetic or rational numbers; measurement; numerical functions and relations; combinatorics; statistics and probability; and geometry. Five appendices, making up the remainder and majority of the report, contain a description of the coding of segments, complete statements of the program's goals, a list of the 230 shows, further details of segment analyses related to Goals 2 and 3, and rundowns of the fifth season's shows. (MDH)

ED 360 188

SE 053 759

Lacampagne, Carole B.

State of the Art: Transforming Ideas for Teaching and Learning Mathematics.

PUB DATE- Jul 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Calculators; \*Change Agents; Computer Assisted Instruction; Computer Uses in Education; Constructivism (Learning); Cooperative Learning; \*Curriculum Development; Discussion (Teaching Technique); \*Educational Change; Educational Technology; Elementary Secondary Education; \*Mathematics Curriculum; \*Mathematics Instruction; Microcomputers; Student Evaluation; Teaching Methods

IDENTIFIERS- \*NCTM Curriculum and Evaluation Standards

The implementation of the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics" implies fundamental shifts in the teaching and learning of mathematics. Intended for those individuals who will be instrumental in the implementation of those changes-- teachers, administrators, and parents--this document presents 10 ideas for transforming mathematics teaching and learning based on research and successful practical experience: (1) All students can and must learn mathematics, which should serve as a "pump," not a "filter"; (2) Teachers need to listen to students and incorporate into their instruction what they learn from listening; (3) Students learn mathematics best when they construct their own mathematical understanding; (4) Students need to learn more and different types of mathematics; (5) Mathematical discussion should be a daily part of classroom activity; (6) Teachers need to become "informed guides" to the learner; (7) Calculators, computers, and related technology can be effective tools in the teaching and learning of mathematics; (8) Students need shared learning experiences; (9) Curricular and pedagogical change in mathematics cannot occur without accompanying change in student assessment; and (10) Lasting change takes broad support. (Contains 14 references.) (MDH)

ED 360 189

SE 053 760

Sharing Success: Mathematics and Science Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

force on human relations. Part 2 offers specific introductory material on political, theoretical, and pedagogical approaches to school exchanges. The third part of the document describes information on practical approaches to school exchanges. It sets out facts on bilateral and multinational exchanges and offers accounts of school exchanges. Part 4 presents working group and roundtable discussions of such topics as multiculturalism, invisible barriers, freedom of movement, and the role of electronic communication. Part 5 suggests points for further reflection and provides David Coyne's closing remarks. Part 6 consists of a list of participants and national representatives and identifies the scientific and organization committee. (SG)

ED 360 209

SO 022 874

Atchoarena, David  
Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco).

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Jul 89

NOTE- 99p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; \*Developing Nations;

\*Educational Planning; Educational Research; Elementary

Secondary Education; Foreign Countries; Higher Education

IDENTIFIERS- \*Caribbean; \*Small Countries

This paper describes a study whose twofold purpose was to: (1) use the monograph approach to improve knowledge about the situation of education in small countries, particularly in the Caribbean; and (2) distill ideas and techniques to make a technical contribution to educational planning in small countries. Part 1 presents a preliminary reminder of the theoretical and methodological bases of the socio-economic analysis of small countries to explain underlying problems. Part 2 is an in-depth, comparative investigation of small countries' educational problems. The study focuses on two subgroups of islands: those of the eastern Caribbean and of the French West Indies. Part 3 presents alternatives and options open to educational planners, bearing in mind the constraints imposed by the countries' small size. The report accents long range forward analysis. A bibliography lists 9 books, 15 articles and chapters, and 8 reports and research works. Statistical annexes comprise half the document. (SG)

ED 360 210

SO 022 956

Teagarden, Jim; Koppes, Peggy  
Knights of the Round-Table.

PUB DATE- Aug 91

NOTE- 8p.; Printed on paper of varied hues.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Class Activities; Elementary Education; Elementary

School Students; Games; \*Goal Orientation; Instructional

Materials; \*Medieval History; \*Role Playing; \*Social Studies

IDENTIFIERS- \*Middle Ages

balance. As a result of these tendencies, La Guardia Community College (New York) has a cooperative education program, and the teaching of basic skills is an integral part of the curriculum. If schools are to succeed in educating minority youngsters who lack both home and community support, educators must fill that void through active involvement and sensitivity in revitalizing the curriculum. A nurturing climate must be established. Presidential leadership is pivotal to the life of any institution of higher learning. Because a person brings to a leadership role the sum total of his unique experiences, being black is inextricably linked to the way an individual operates as president. The richness of a multicultural environment, understanding the importance of economic development, and the necessity of learning basic skills after high school are experiences that benefit a leader of a community college. The critical points and importance of the black experience as race relations changed throughout the 20th century are discussed. The struggle of blacks to gain empowerment played a role in the development of this college administrator as a man and a president. (DK)

ED 360 228

SO 023 176

The African Diaspora: Teaching the Children.

SPONS. AGENCY- Fund for Educational Excellence, Baltimore, MD.; Maryland Humanities Council, Baltimore.; National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- 22 Nov 92

NOTE- 21p.; Some pages contain broken print which may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*African Studies; \*Cultural Awareness; Elementary Secondary Education; Foreign Countries; \*Geography Instruction; \*History Instruction; \*Interdisciplinary Approach; Multicultural Education; Social Studies; Units of Study IDENTIFIERS- \*Africa; \*African Diaspora; Global Education

This document sets out the details of a program of six lesson plans for teaching about Africa and the African diaspora across the world. The program seeks to enable students to: (1) associate classroom instruction with a cultural reality; (2) evaluate the social, political, cultural, and academic concerns among trans-Africans; and (3) increase proficiency skills and interests in target languages (French and Spanish). Each month of the school year focuses on a different aspect of African life and culture; among the topics are geography, family life, seasonal celebrations, and sports and leisure. A selected bibliography includes 37 references. (SG)

ED 360 229

SO 023 177

Hasbach, Corinna; And Others

Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 98p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary School Students; Grade 5; \*History

contact for comprehensive listings of these materials. The next four sections give addresses of the Japanese embassy, consulates general, and Japan information centers, Japan External Trade Organization (JETRO) offices, Japan National Tourist Organization (JNTO) offices, and Japanese chambers of commerce in the United States. Other sections list additional exchange programs not included in previous sections; Japan-America Societies; sister cities; resources for Japanese language instruction; publishers, distributors, and newsletters; and funding foundations. Information on the National Clearinghouse for United States-Japan Studies and the ERIC database is given. The section on ERIC resources includes instructions for obtaining listed materials, and a sampling of 32 items. (DK)

ED 360 246

SO 023 321

International Exchanges in a Changing World. Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs. House of Representatives, One Hundred Second Congress, Second Session.

PUB DATE- 9 Jul 92

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Foreign Policy; Higher Education; \*International Cooperation; \*International Educational Exchange; \*International Relations; Secondary Education

IDENTIFIERS- \*United States Information Agency

This hearing discusses the profound political changes taking place in the world with the collapse of the Communist governments of the Soviet Union and Eastern Europe, and the importance of an exchange of students and educational programs among nations in an attempt to promote a new manner of thinking to go along with the new world situation. It is urged that the United States Information Agency (USIA) be strengthened and improved so that it will support the needs of U.S. citizens to understand other nations and their languages. Overseas post support from USIA is critical to maintaining privately funded educational exchanges, including important educational advising services. USIA also traditionally has provided support for research on issues essential to exchange activities. This includes information on the structure of other nations' educational programs, their degrees, and the educational credentials they issue. The information is necessary for the admission of foreign students into U.S. institutions and for the provision of credit for U.S. student academic work abroad. The report consists of testimony on the importance of international educational exchange as new foreign policy funding legislation was discussed. Representatives of USIA testified that the matter of international educational exchange was very important to the Agency, both training students and fostering the true exchange of ideas. Private international exchange groups are faced with new concerns for international citizen and youth exchange in the increased demand from the states of the former Soviet Union and the need to ensure quality exchanges while increasing quantity. (DK)

ED 360 247

SO 023 324

May, Wanda T.

A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects

educational system, focusing on attitudes toward questioning. The first chapter offers sociolinguistic and pragmatic perspectives on classroom questioning, looking at aspects of the classroom environment that affect student questioning practice. The second chapter discusses categories of questions according to their linguistic form, type and function, and cognitive and affective domains. Chapter 3 reports on a survey of 43 professors from 18 varied academic departments, investigating the kinds of questions professors prefer, their perceived contribution to subject-matter learning, and the impact of questions on classroom atmosphere. In Chapter 4, a pedagogy for teaching non-native English-speaking students how to ask questions in American classrooms is outlined. This chapter includes a sample lesson, additional suggestions for lessons related to specific domain or level of questioning, and suggestions for activities related to asking questions and development of classroom community. Appended materials include students' comments on their oral abilities, academic needs (by major field and academic level), notes on cognitive and affective domain questions, and forms pertaining to the faculty survey and sample lesson. Contains 81 references. (MSE)

ED 359 804

FL 021 351

Augustin, Marc

Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7, Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report.

PUB DATE- 7 Jul 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Admission Criteria; \*Architectural Education; Attendance Patterns; Behavioral Objectives; \*Bilingual Education; Curriculum Development; Dropout Prevention; Educational Objectives; Elementary Education; Elementary School Students; \*English (Second Language); Enrollment; Mainstreaming; \*Mathematics Instruction; \*Native Language Instruction; Parent Participation; Program Design; Program Evaluation; Research Methodology; Spanish Speaking; Staff Development; Staff Utilization; Student Characteristics; Teachers; Transitional Programs

IDENTIFIERS- New York City Board of Education; \*Project BEAM NY

A bilingual education program in two New York City elementary schools is evaluated. The program served 369 students, most of them limited-English-proficient native Spanish-speakers, providing supplementary instructional services in English as a Second Language (ESL), native language arts, and mathematics in the context of architecture. The report summarizes the program's staffing, specific behavioral objectives and results in those content areas, attendance and persistence patterns, student grade retention, services for students with special needs, mainstreaming, staff development, curriculum development, and parental involvement, and includes one brief case study. Notes on methods of data collection and analysis for the evaluation and a list of instructional materials used are appended. (MSE)

ED 359 805

FL 021 352

Loos, Eugene, Ed.

Notes on Linguistics, 1991.



language growth, but structural and content changes in syllabus design would be beneficial; and (3) the intergenerational component of the project is not being implemented to its fullest. Suggestions are offered for program enhancement. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 824

FL 800 615

Wall, Naomi Binder; And Others  
Speaking of Our World.

PUB DATE- 91

NOTE- 74p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills;

Cultural Awareness; Cultural Differences; \*English (Second Language); Foreign Countries; Immigrants; \*Literacy Education; Mathematics; \*Numeracy; Public Housing; Racial Bias; \*Reading Materials; Second Language Instruction; Second Language Learning; Student Centered Curriculum

IDENTIFIERS- Canada

This guide is designed for adults who want to improve their literacy and basic numeracy skills in English. The guide is partly a workbook, providing room for learners to write directly on the pages. It contains facts and figures of interest to both learners and teachers, and it encourages discussion and provides its users with an opportunity to share a wide variety of experiences. The guide consists of learner-centered material that reflects the experiences of many people who live in public housing. Stories, poems and factual information form a basis for discussion. The materials on percentages and fractions offer an opportunity to strengthen numeracy skills in a living context. Backgrounds materials provide important information for a better understanding of the experience of some immigrants to Canada, the Native experience in Canada, the realities confronting people living on inadequate incomes, and the impact of racism on community life. Some material is written in a mixture of standard English and Jamaican, so that the reader is challenged to try a new language experience. The book consists of four chapters: From Around the Globe, Housing, Health and Happiness, My Mama Says Education is a Must and This Land is the House We Have Always Lived In. Important resources for further reading are listed. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 825

FL 800 616

Tao, Pauline; And Others

More Than Just Chinese Food...A Collection of Writings by Adult ESL Learners and Three Approaches to Teaching and Writing in the ESL Classroom.

PUB DATE- 90

NOTE- 41p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; \*Chinese Culture; Cultural Enrichment; Difficulty Level; \*English (Second Language); Foreign Countries; Literacy Education; Multicultural Textbooks; Reading Materials; Second Language

courses in English-as-a-Second-Language (ESL) techniques to all public school teachers, but the scarcity of trainers and the distance between schools and training sites constitute substantial obstacles. With the cooperation of the University of Hawaii's interactive television system, many teachers are now being trained through distance training (DT). This paper describes three models of in-service teacher training in distance education at three levels of interactivity. The most interactive of the models is closed-circuit TV with two-way audio and video, although not all sites have these facilities. The second model is two-way audio and one-way video. The third approach is to provide the course over cable TV on a public access channel. In all models, as the direct contact between the trainer and the teachers is attenuated, there is increasing need for the trainer to structure the class so that the teachers are kept active and involved. A description of the Hawaii Interactive Television System (HITS) is appended. Contains 20 references. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/LB)

ED 359 845

FL 800 668

Roberts, Lynn  
ESL Small Town.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.  
Dept. of Adult and Community Education.

PUB DATE- May 93

NOTE- 103p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Adult Literacy; Adult Students; Curriculum;  
\*English (Second Language); Listening Skills; Reading  
Instruction; \*Rural Areas; Small Towns; \*Whole Language  
Approach; Writing Instruction

IDENTIFIERS- \*Tennessee (Maury County); Workplace Literacy

A curriculum designed by the Maury, Tennessee, Literacy Council to address deficiencies in English-language skills is presented. Maury County, Tennessee, is a rural area south of Nashville whose automotive industries and ethnic restaurants have immigrant populations in need of English instruction. A state 353 teacher training grant was obtained to provide college coursework towards English-as-a-Second-Language (ESL) certification for two teachers and to produce a supplemental curriculum for non-metropolitan ESL services. The curriculum integrates traditional and whole language instructional approaches while seeking to meet the needs of adult students in a rural area. Each unit is independent and affords a variety of pronunciation, listening, speaking, reading, and writing experiences. The text is designed to meet the needs of the typical Maury County student (an employed adult or spouse with basic survival skills). The units cover the following: telephone skills, stores, car care and travel, health care, community services, commerce, recreation and entertainment, and community events, holidays, and traditions. Appended are a list of resources and forms for personal data, directory information, field trips, and journal entries. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 846

FL 800 669

Rodby, Judith  
Appropriating Literacy. Writing and Reading in English as a

necessary for either a well-rounded legal education or advanced third-year studies. Third year Capstone courses provide an advanced and rigorous experience involving extensive research and writing, interdisciplinary breadth, and integration of legal doctrine, lawyering skills and ethics. Judged against the goals originally set to provide a unified educational experience in which the basic skills, knowledge and values are acquired in a coherent fashion, the program was only a qualified success. However, the program did achieve many of its intermediate goals and in certain respects had a positive and potentially long lasting impact on the curriculum. Appendixes contain enrollment reports. (JB)

ED 359 864

HE 026 552

Schilling, Karl L.

Assessing Models of Liberal Education: An Empirical Comparison.

SPONS. AGENCY- Fund for the Improvement of Postsecondary

Education (ED), Washington, DC.

PUB DATE- 91

NOTE- 179p.; Subtitle varies slightly on abstract page.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*College Outcomes Assessment; College Students;

\*Comparative Analysis; Cross Sectional Studies; \*General

Education; Higher Education; Individual Development;

Intellectual Development; Liberal Arts; Longitudinal Studies

IDENTIFIERS- \*Miami University OH

A study was done to examine the impact of two different models of liberal education on students at Miami University (Ohio).

Students enrolled in two general/liberal education programs completed a wide-ranging battery of instruments to assess the impact which their educational experiences had on their intellectual and personal development. The class of 1989 was

administered a battery of tests during their first, sophomore, and senior years. Tests included the American College Testing

COMP; the Test of Thematic Analysis; Analysis of Argument;

Measure of Epistemological Reflection; and the American College Testing Activity Inventory. For cross-sectional studies

students in both programs completed seven assessments and a structured interview. These instruments were used to evaluate

the performance of students enrolled in an interdisciplinary, core curriculum as compared to that of students taking a

disciplinary, distribution general education program. Results suggested a number of differences between the two groups. On

measures of liberal arts skills, cognitive development, student culture/campus ethos, and academic behavior the groups had some

notable differences in their responses. Extensive appendixes contain an overview of the testing schedule, results of student

culture testing, a summary of program survey results,

information on a program award, two proposals, and sponsor assessment comments. (JB)

ED 359 865

HE 026 554

Fullilove, Mindy; And Others

UCSF Medical Scholars Program, 1986-1987.

SPONS. AGENCY- Fund for the Improvement of Postsecondary

Education (ED), Washington, DC.

PUB DATE- 30 Sep 89

NOTE- 54p.

LANGUAGE- English

provisions, and integration of the loan process into the existing Title IV delivery system. Further, the Committee suggested that any new direct lending program would require minimal interface with the prior FFELP, beyond capture of default information, be a centralized federal program, and have minimal numbers of participants outside the educational institutions. Additional implementation imperatives reported for future student loaning required (1) access to loan capital being maintained for all populations; (2) full integration of the student loan program into the existing Title IV delivery system to minimize the burden on students and institutions; and (3) care in keeping a reformed program from becoming extremely complex. Appendices include a description of recommendations for simplifying the FFELP and the direct lending program. A summary letter is attached. (GLR)

ED 359 884

HE 026 581

Holten, Darold D.; Nilson, Linda B.  
Graduate Education: Turning Graduate Students into Professors.  
Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary  
Education (ED), Washington, DC.

PUB DATE- 31 Jul 90

NOTE- 113p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Faculty Development; \*Graduate Students; Higher  
Education; \*Teacher Education Programs; Teacher Evaluation;  
\*Teaching Assistants

IDENTIFIERS- \*University of California Riverside

In response to the need for better trained teaching assistants to serve a growing undergraduate population, this project established a campus-wide Teaching Assistant Development Program (TADP) at the University of California Riverside. Project efforts included inviting departmental participation in shaping teaching assistant (TA) seminar content; focusing seminars on "practical" instructional, testing and grading techniques; developing three "disciplinary cluster" seminars; fostering cooperative TA-faculty relations in the seminar's content; and inviting departments to develop their own TA training programs. In addition the project actively promoted TADP services and benefits in meetings with departments, in publications and memos, as well as successfully courting the campus press for favorable coverage of its events and services. Project results included public accolades from top administrators, funding for additional equipment for the next fiscal year, heightened campus commitment to teaching, reduced numbers of low-evaluated (problematic) TAs by 33 percent, and improved student ratings of first- and second-year TAs. In addition the project compiled a book of readings from other TA handbooks and newsletters and published an original TA handbook and a quarterly TA newsletter. Extensive appendixes contain correspondence and memos from the project, event announcements, evaluation forms, student evaluations, three issues of a TA newsletter, the Tadpole, and a quarter report for fall 1989. (JB)

ED 359 885

HE 026 582

Luedtke, Jacqueline R.  
Maximizing Participation of Women in Collegiate Aviation

enrollments and degrees by institution type from 1981 to 1993, first-time enrollments in a physics course for 1992-93, undergraduate attrition figures by type of institution comparing the academic years 1978-79 to 1991-92, and undergraduate physics majors by geographic region and type of institution. Foreign student enrollment numbers and trends are also presented as well as recipient breakdowns, by degree awarded, of minority and foreign students for the 1991-92 academic year. (GLR)

ED 359 903

HE 026 602

Bolton, Richard R.; And Others  
Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Achievement; College Admission; College Freshmen; College Sophomores; Enrollment; Higher Education; High Risk Students; \*Interdisciplinary Approach; Mentors; \*Nontraditional Education; \*Nontraditional Students; Program Development; Program Effectiveness; School Holding Power; \*Undergraduate Study

IDENTIFIERS- \*Moorhead State College MN

This report examines experience of Moorhead State University (Minnesota) in attracting and retaining nontraditional, high-risk students through an alternative program called The New Center for Multidisciplinary Studies. The program's two-tier admission system represents an open-access concept offering an alternative way to begin college for students who do not meet full university admission requirements. Enrollment is limited both numerically and geographically. Program participants take standard and career-centered courses that explore problems or themes that cross subject lines, linking knowledge and insights from a variety of fields. Refresher courses are also available. Experience shows that the 30 to 35 percent attrition of program participants is slightly above the university as a whole over the past several years. A key ingredient of the program is the mentor/advisor component that guides students through the learning process, thus fostering a learning community atmosphere of students, faculty, and staff. It is felt that the Center's success resides in: (1) its attention to the subject in achieving academic success within a liberal arts atmosphere that develops contemporary skills and knowledge, and (2) the overall commitment of its faculty (all of which are tenured and hold rank in the university). Despite the persistent problem of having to justify itself, the Center continues to renew its curriculum, renew its faculty and its students. Contains five references. (GLR)

ED 359 904

HE 026 603

Kells, W. R.  
Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15.

PUB DATE- 92

NOTE- 238p.

LANGUAGE- English

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Classroom Techniques; \*Computer Assisted Instruction; Computer Literacy; Computer Science Education; Educational Change; Educational Planning; \*Educational Technology; Elementary Secondary Education; \*Futures (of Society); High Schools; Information Technology; Inservice Teacher Education; Programming; Public Schools; \*Technological Advancement; \*Telecommunications

IDENTIFIERS- \*Reform Efforts; Virtual Reality

To ensure that the classroom of the next century offers all its potential, schools must plan for changes in technology that will bring opportunities that currently can only be imagined. Virtual reality is already amazing, and has the potential to be the most effective method for training people who learn and remember best by doing. Verbal computer communications, multimedia instruction, and global information retrieval all promise to revolutionize education. By the 21st century, students may choose what schools to attend, as well as whether they wish to be educated at home or at school. Competitive public schools are gaining more and more support. Principals of the future will have more power and responsibility than they do today. Some of the issues educators must face now to be ready for the future include: (1) teaching middle school students to program in BASIC; (2) developing a composite laboratory in the school; (3) developing community and home computer use; (4) encouraging computer use by every class, but not necessarily in every classroom; (5) avoiding unproven innovative equipment; (6) supporting teacher education in computer use; and (7) using hardware effectively. Examples of effective computer use are taken from three high schools. (Contains 8 references.) (SLD)

ED 359 923

IR 016 132

Honey, Margaret; Henriquez, Andres

Telecommunications and K-12 Educators: Findings from a National Survey.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 95p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; \*Computer Networks; Educational Improvement; \*Educational Technology; \*Elementary School Teachers; Elementary Secondary Education; Information Networks; Information Transfer; Instructional Leadership; Media Specialists; National Surveys; Profiles; \*Secondary School Teachers; Tables (Data); Teacher Education; Technological Advancement; \*Telecommunications

IDENTIFIERS- Internet; Teacher Surveys

A survey was conducted to obtain a systematic profile of activities currently being undertaken by kindergarten through grade 12 educators in telecommunications technology. Based on the responses of 550 educators from 48 states, selected because of their involvement with computer technology, this survey represents the first large-scale description of educators' telecommunications practices. Benefits and obstacles to using telecommunications effectively as a professional resource and a learning tool are described; findings suggest that telecommunications serve as a valuable resource for both of

commercially viable systems have been developed, is far ahead in this area. The U.S. Federal Government has a demonstrable need for foreign-language information and should consider devising policies and strategies to become a world leader in MT. The government could be a catalyst for MT research by encouraging the involvement of U.S. industries in developing and commercializing products and services. Three figures illustrate the discussion. Appendix A lists members of a working group on MT. Appendix B lists 77 annotated selected sources on MT. (Contains 20 references.) (SLD)

ED 359 943

IR 016 166

World Trends in Corporatization and Privatization. Proceedings of the 1993 Mid-Year Seminar of the Pacific Telecommunications Council (Taipei, Taiwan, June 9-11, 1993).

PUB DATE- Jun 93

NOTE- 250p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Change; \*Financial Support; Foreign Countries; Global Approach; \*Government Role; \*Investment; Policy Formation; Private Sector; \*Privatization; Public Policy; Public Sector; Seminars; Surveys; Technological Advancement; \*Telecommunications; Trend Analysis

IDENTIFIERS- Australia; New Zealand; \*Pacific Telecommunications Council; Taiwan; Technological Infrastructure; World Views

This packet of materials from the Mid-Year Seminar of the Pacific Telecommunications Council begins with lists of attendees and participants and the conference agenda. Papers include the following: (1) "Global Trends-Restructuring, Privatization, Finance, Investment: Worldwide Trends towards Liberalizing the Wireless Segment of Telecommunications" (Michael Chow); (2) "Global Trends-Restructuring, Privatization, Finance, Investment: Joint Ventures and Strategic Alliances" (eight figures and eight handouts only provided) (Christopher M. Harland); (3) "Panel Discussion: Overview of the Proposed Change" (Pao-Nang Wu); (4) "Global Trends-Restructuring, Privatization, Finance, Investment: Going All the Way--What It's Like To Be Un-Regulated" (Anthony N. Briscoe); (5) "Case Studies: Regulatory Environment for Telecommunications and Broadcasting in Australia and New Zealand" (handouts and figures) (Gerald Moriarty); (6) "Case Studies: The Effects of Government Policies on Telecom Industry Developments" (Nam-Jin Cho); (7) "Case Studies: An ASEAN Survey of Privatization and Corporatization" (John Ure); (8) "Special Task Group Meetings: Travel/Tourism" (George Darby); (9) "Taiwan's Changing Telecom Landscape: Overview of Current Regulation/Policy" (King-Teh Lee); (10) "Taiwan's Changing Telecom Landscape: Preview of Infrastructure" (Duei Tsai); (11) "Panel Discussion: Overview of the Proposed Change" (handouts and figures) (C. J. Lee); and (12) "Panel Discussion: Overview of the Proposed Change" (handouts and figures) (L. B. Lan). (SLD)

ED 359 944

IR 016 167

Swift, Don

SAIDE Launching Conference, 1992-- Closing Address.

PUB DATE- Sep 92

NOTE- 8p.; Paper presented at the Launching Conference of the South African Institute for Distance Education (Johannesburg, South Africa, September 7-9, 1992).

LANGUAGE- English

Sharma, R. N., Ed.

Research and Academic Librarians: A Global View. Proceedings of a Special Session on International Librarianship Held during the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992).

PUB DATE- 93

NOTE- 151p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Academic Libraries; Foreign Countries; Higher Education; \*Information Needs; International Studies; \*Librarians; Library Research; \*Research Libraries; Research Universities; Research Utilization

IDENTIFIERS- Africa; Australia; India; Kenya; New Zealand; Russia; United Kingdom

Five speakers of international prominence from around the world presented a program dealing with the research efforts of academic librarians and the effect of research on academic libraries in Australia and New Zealand, India, Russia, Africa (with an emphasis on Kenya), and the United Kingdom. This proceedings includes the following papers presented at the session: (1) "Research and Academic Librarians in the United Kingdom" (Stephen W. Massil); (2) "Research and Academic Librarians in Africa with Emphasis on Kenya" (James Mwangi Ng'Ang'A); (3) "University Libraries, Librarians and Research in India: An Overview" (P. B. Mangla); (4) "Research and Librarians in Russia" (Ludmila F. Kozlova); and (5) "Research and Academic Librarians in Australia and New Zealand" (Colin Taylor). Biographical sketches of the contributors are included. (Contains 74 references.) (SLD)

ED 359 965

IR 054 596

Documenting Community Organizations.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Archives; \*Community Organizations; Data Collection; Decision Making; \*Documentation; \*History; \*Information Storage; Librarians; Library Role; Preservation; Recordkeeping; \*Records Management

This booklet offers an introduction to keeping and documenting the history of community organizations. With their variety of purposes these organizations add texture and variety to a community's heritage. A knowledge of that heritage, provided by written documentation as well as oral tradition, proves valuable to members of the organization, to historians and to the community itself. It should be the responsibility of someone in every organization to systematically save and preserve documents in an orderly fashion for future reference. Adequate historical records, well organized and readily accessible, can provide information for the organization's decision making. What to keep will vary, but permanent and temporary items can be determined based on the needs of the organization and its facilities for storage. A brief list of five resources suggests reliable and practical advice for the



the Collections of the New York State Library. Reprint.  
 PUB DATE- 93  
 NOTE- 25p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Reference Materials - Bibliographies (131)  
 DESCRIPTORS- Biographies; Black Culture; Black History; \*Black Literature; \*Blacks; Cultural Awareness; \*Fine Arts; Library Collections; Literary Criticism; \*Music; Popular Culture; Reference Materials; State Libraries; \*Theater Arts; \*Visual Arts  
 IDENTIFIERS- \*African Americans; New York State Library  
 Selected resources of the New York State Library that document the achievements of African Americans in the arts, as well as the historical and cultural contexts of these achievement, are listed. In addition to primary sources and significant historical and critical works, the bibliography contains references to other bibliographies and research aids. Works are subdivided into primary works, biographies, history and criticism, bibliography, and reference in each of the following categories: (1) general (32 titles); (2) literature (189 titles); (3) music (78 titles); (4) performing arts (59 titles); and (5) visual arts (52 titles). The entries are indicative of African American artistic vitality and innovation. They highlight the long tradition of African American literature, its distinctive rhetorical devices and narrative forms, the current renaissance of African American literary criticism, and the concomitant rediscovery and reprinting of the works of pioneering African American artists. The entries also illustrate the achievements and special difficulties faced by African Americans in the visual and fine arts. (SLD)

ED 359 985 IR 054 654

Alvarez, Fernando  
 Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List.  
 PUB DATE- May 93  
 NOTE- 46p.; Master's Research Paper, Kent State University.  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Dissertations/Theses - Master Theses (042), Reports - Research/Technical (143)  
 DESCRIPTORS- \*Bibliographic Records; Cataloging; Comparative Analysis; English; Foreign Countries; Research Needs; Spanish; \*Subject Index Terms; \*Translation  
 IDENTIFIERS- \*Library of Congress Subject Headings; \*Lista de Encabezamientos de Materia; Mexico; OCLC  
 This study shows to what extent Gloria Escamilla's "Lista de Encabezamientos de Materia," the only published Mexican subject heading list, is equivalent to the Library of Congress subject headings (LCSH). A LCSH heading sample is obtained from OCLC's Online Union Catalog. Using the EPIC search from OCLC, 1947 bibliographic records were obtained, and the topical headings appearing in those headings were compared with those in the Escamilla list. The findings show that 79% of the bibliographic records have at least one subject heading; 78% of these were topical subject headings; of the topical subject headings, 60% are found in the Escamilla list either as a near equivalent or absolute match; 2% of the headings show change in meaning; and 38% do not have any type of possible match. A list of proposed translations for those topical subject headings under the

IDENTIFIERS- New Mexico State University Alamogordo

New Mexico State University-Alamogordo's (NMSU-A) Institutional Assessment and Strategic Planning (IASP) process is designed to identify what the institution is doing, what the community is doing that may affect NMSU-A, how well NMSU-A is achieving its mission and purposes, and what the college should do in the future. The IASP is an integrated process involving the assessment of institutional effectiveness, institutional research, and strategic long-range planning. Data are collected from student surveys and focus sessions, a student long-range tracking system designed to follow student cohorts through NMSU-Alamogordo, as well as from faculty, staff, and the external environment. This handbook describes each component of the IASP, including flow charts and relevant forms. After tracing the development of the IASP process, the handbook details the assessment of the institutional effectiveness component. This component identifies institutional strengths and concerns and generates a series of action plans through a multi-step process of institutional evaluation and assessment. Steps in assessing instruction, student services, and instructional/institutional support are detailed. The next section focuses on the institutional research component, providing a schedule and brief descriptions of seven activities of the IASP committee ranging from the review of existing data and information reports to the contemplation of emerging trends. Finally, the strategic planning component is outlined. A schedule of activities for each component and a set of IASP forms conclude the handbook. A 44-item list of suggested reading is included. (MAB)

ED 360 002

JC 930 350

Lillibridge, Fred, Ed.

Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996.

PUB DATE- May 93

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; College Outcomes Assessment;

- \*College Planning; Community Colleges; Educational Quality;
- \*Institutional Research; Institutional Role; Instructional Effectiveness; \*Outcomes of Education; School Effectiveness;
- \*Self Evaluation (Groups); \*Strategic Planning; Student Development; Two Year Colleges

IDENTIFIERS- New Mexico State University Alamogordo

This report, emanating from New Mexico State University-Alamogordo's (NMSU-A) Institutional Assessment and Strategic Planning (IASP) process, presents information pertinent to NMSU-A's planning process for 1993-1996. Following a brief introduction and the IASP Committee cover memo, the report highlights seven high-priority institutional issues: (1) inadequate state funding in certain categories, particularly instruction, academic support, and physical plant; (2) double-digit student enrollment growth and resulting stresses on human, fiscal, and physical resources; (3) the need for new and/or remodeled classroom and administrative space and an increased level of maintenance for the physical plant; (4) the continued allocation of human and fiscal resources to IASP; (5) the need to revise the IASP process to make it more effective and responsive to institutional needs; (6) the need to establish a set of administrative computing policies and

Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; Academic Persistence; Basic Writing; Community Colleges; Compensatory Education; Diagnostic Tests; \*Predictive Validity; \*Remedial Instruction; Remedial Mathematics; Remedial Programs; \*Screening Tests; \*Student Placement; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*New Jersey College Basic Skills Placement Test  
In Connecticut, the Board of Trustees for Community-Technical Colleges mandated the assessment and placement of entering community college students, adopting the New Jersey College Basic Skills Placement Test (NJCBSPT) for a systemwide pilot test beginning in spring 1989. At (then) South Central Community College, a study was conducted to determine whether students who followed placement recommendations had higher success rates than those who enrolled in higher level courses; and whether students who were successful in basic skills courses enrolled in and successfully completed college-level English and math courses in greater percentages than students who did not follow the recommendations. Study findings, based on the fall 1990 NJCBSPT scores of 804 students, included the following: (1) 71% of the 702 students who took the math test placed in Basic Math I, 25.5% placed in Basic Math II, and 3.4% placed in College Math; (2) 45.5% of the 673 students who took the English tests placed in Basic English, and 54.5% in English Composition; (3) 63% of those recommended for Basic Math I, 79.3% of those recommended for Basic Math II, and 72.0% of those recommended for Basic English completed the remedial courses successfully; (4) 60% of those recommended for Basic Math I but who took Basic Math II were successful, as were 67% of those recommended for Basic Math II but who took College Math, and 68% of those who were recommended for Basic English but who enrolled in English Composition; and (5) among students who took the NJCBSPT prior to enrolling in fall 1990, only 23.8% were still enrolled in spring 1993. (MAB)

ED 360 019

JC 930 368

Wallace Community College, Selma: 1991-92 Institutional Profile.

PUB DATE- Apr 93

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Numerical/Quantitative Data (110)

DESCRIPTORS- Ancillary School Services; Budgets; College Faculty; College Planning; College School Cooperation; Community Colleges; Educational Facilities; \*Educational Finance; Enrollment; \*Enrollment Trends; \*Institutional Characteristics; \*Student Characteristics; Teacher Characteristics; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- \*Wallace Community College AL

Focusing on data for fall 1991, this report provides information on students, faculty, staff, finances, facilities, and services at Wallace Community College Selma (WCCS), in Alabama.

Following an introductory section providing a history of WCCS and reviewing the college's mission and goals, the report provides detailed student data on credit hour production from 1987 to 1992; credit enrollment for fall 1987 to 1991; credit enrollment by race, sex, and county; grade distribution in credit courses; feeder high school enrollment; enrollment by program from 1989 to 1991; awards conferred by program; grade distribution in developmental courses; student financial aid profile for 1987 to 1992; non-credit enrollment; and job placement statistics for 1987 to 1992. The next section

PUB TYPE- Reports - Research/Technical (143) Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; College Role; \*College  
Transfer Students; Community Colleges; Followup Studies;  
\*Graduate Surveys; Higher Education; \*Outcomes of Education;  
Participant Satisfaction; Program Effectiveness; \*Student  
Attitudes; \*Student Behavior; \*Student Educational Objectives;  
Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Johnson County Community College KS

In order to determine the number of Johnson County Community College (JCCC) students transferring to four-year institutions and their academic performance at the institutions, records were obtained from 10 of 11 regional institutions most often accepting JCCC transfers. In addition, questionnaires were mailed to the 1,403 JCCC students who completed at least 6 credit hours and transferred to four-year institutions between summer 1991 and spring 1992. A total of 349 former students responded, for a response rate of 25%. Major findings from the survey and the analysis included the following: (1) the 1,403 students who transferred between summer 1991 and spring 1992 represented 29% of the students who could have transferred; (2) 71% of transfers attended either Kansas State University or the University of Kansas, with the remainder of students enrolled primarily in Kansas and Missouri institutions; (3) 77% of respondents indicated that their primary educational objective had been preparation for transfer, with 92% responding that they had achieved their ultimate objective at JCCC; (4) the transfer students had an overall grade point average (GPA) of 3.00 at JCCC and an overall GPA of 2.59 at their four-year institutions; (5) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institution; and (6) most students felt that JCCC helped them improve in such skill areas as communication, arts and sciences, and self-confidence. Detailed data tables and the survey instrument are included. (MAB)

ED 360 036

JC 930 395

McHewitt, Earl R.

Graduation Rate Differences within the VCCS, August 1993.

PUB DATE- Aug 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*College Graduates; College Transfer Students;  
Community Colleges; Comparative Analysis; \*Educational  
Attainment; Full Time Students; Graduate Surveys; \*Influences;  
\*Outcomes of Education; Part Time Students; Rural Urban  
Differences; \*Student Characteristics; Two Year Colleges; \*Two  
Year College Students; Withdrawal (Education)

IDENTIFIERS- \*Virginia Community College System

A statewide retention study conducted in fall 1992 revealed significant differences in graduation rates among Virginia Community College System (VCCS) institutions. To determine factors related to student graduation and differences in graduation rates for VCCS colleges, an analysis was undertaken of the characteristics of fall 1989 entering students and the characteristics of students from this cohort who received an award (i.e., certificate, diploma, or associate degree) by June 1992. Results of the analysis included the following: (1) graduation rates for the 23 colleges in the VCCS ranged from 53.8% to 4.8%, with a system-wide average of 10%; (2) with respect to graduates system-wide, 53% were female, 82% were

Rating Scales; Elementary Education; \*Elementary School Students; Evaluation Methods; Foreign Countries; \*Student Adjustment; Student Behavior; \*Student Evaluation IDENTIFIERS- England (London); Teacher Rating of Student Characteristics

This study compared the relative frequency of the identification of students as maladjusted to school by standardized achievement tests and by teacher ratings. Subjects were 290 primary school children between 8 and 12 years of age from London, England. Children's achievement was assessed using the mathematics, maps, and reading subscales of the Richmond Tests of Basic Skills (RTBS). Teacher ratings of children's adjustment to school were obtained through a revision of the Classroom Adjustment Rating Scale (CARS). The revised CARS included subscales for aggression, withdrawal, academic performance, sensitivity, dependency, and physical problems, and an overall adjustment scale. Analysis revealed that a greater number of children were classified as deviant by the achievement tests than by the revised CARS. The subscale ratings of the teachers were so highly intercorrelated that important issues concerning the practical usefulness of teacher ratings are raised. (MM)

ED 360 055

PS 021 526

Rafoth, Mary Ann; And Others

Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series.

PUB DATE- 93

NOTE- 154p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Elementary School Students; Elementary Secondary Education; \*Learning; Learning Processes; \*Learning Strategies; Learning Theories; Memory; Metacognition; Mnemonics; Notetaking; \*Secondary School Students; \*Study Habits; \*Study Skills

This seven chapter book offers guidance to elementary and secondary teachers on how to help students develop strategic study skills. Chapter 1 summarizes current knowledge about information-processing theory, the teacher's role in facilitating learning, and the necessity for changes in instructional techniques across grade levels. Chapter 2 outlines the research on memory development and on the developmental nature of memory monitoring and knowledge about study skills. Two methods of teaching study skills, the detached strategy training approach and the embedded strategies approach, are compared in chapter 3. Chapter 4 focuses on kindergarten and first grade students and suggests specific methods classroom teachers can use to promote the development of effective memory and study skills in this age group. Chapter 5 outlines relevant changes in children's memory strategies during elementary school and presents information and strategy suggestions related to specific content areas. Chapter 6 describes children's strategic development during the middle grades and offers suggestions for helping middle grade students develop both general and curriculum-related study skills. Addressing the specific study-skill needs of secondary students, the concluding chapter discusses systems designed to aid studying and memory skills, including aids for enhancing

on their understanding of gender identity and their social representations of gender were conducted. Based on the results of these analyses and interviews, a case is made that preschool teachers, and adults in general, fail to notice the children's own ideas on the role of gender during play. In support of this assertion, a number of vignettes are presented. Developmentally based nursery programs encourage children to initiate their own play and be self-directed in their learning in a rich and stimulating, albeit gender-neutral, environment. But because the child's need to use gender as a category in the realization of a personal self do not match the ideological world view of the adults, they may be ignored or left unaddressed in the gender-neutral classroom. Contains 14 references. (MDM)

ED 360 075

PS 021 593

Kojima, Hideo; Miyakawa, Juji  
Social Support and School Adjustment in Japanese Elementary School Children.

PUB DATE- Mar 93

NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; \*Elementary School Students; Elementary School Teachers; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; \*Parent Student Relationship; \*Peer Relationship; Self Esteem; \*Sex Differences; Social Isolation; \*Social Support Groups; Student Adjustment; \*Teacher Student Relationship

IDENTIFIERS- \*Japan

This poster presentation examined the structure of Japanese elementary school children's social support systems to demonstrate how they are related to: (1) academic achievement; (2) teacher evaluations; and (3) the children's own sense of self-esteem. A total of 91 fifth and sixth graders, along with their teachers, were interviewed and surveyed. Data on the children's intelligence test scores, grade point averages, teacher ratings, and attendance records were obtained. Results indicated that peers and close family members were the main providers of social support, while the support provided by teachers and relatives was limited. Boys with low support from their fathers generally had low levels of self-esteem, high levels of feelings of isolation in the classroom, and ranked low in academic achievement and teacher's ratings. For girls, low support from their fathers was correlated with feelings of isolation, while low support from their mothers was correlated with low teacher ratings. Peer support within the classroom tended to be almost entirely gender-exclusive, while grade point averages and teacher ratings were positively correlated with children's self-esteem. These results point to the need for more investigation into children's social support networks and the negative influence of the lack of paternal support. (MDM)

ED 360 076

PS 021 601

Tibbles, April; And Others  
National Middle School Association (NMSA) NCATE-Approved Curriculum Guidelines.

PUB DATE- 91

Swick, Kevin J.; Graves, Stephen B.  
Empowering At-Risk Families during the Early Childhood Years. NEA  
Early Childhood Education Series.

PUB DATE- May 93

NOTE- 209p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*At Risk Persons; Disadvantaged; Early Childhood Education; Elementary School Teachers; Empathy; \*Family (Sociological Unit); \*Family Problems; \*Family School Relationship; \*High Risk Students; \*Parents; Preschool Teachers; Problem Solving; School Community Relationship; Social Support Groups; Special Needs Students; Stress Variables  
IDENTIFIERS- Dysfunctional Family; Ecological Psychology; \*Parent Empowerment

During the past 40 years, the rapid pace and complex nature of social change has created a stress-filled environment for families. New challenges such as AIDS (Acquired Immune Deficiency Syndrome), drug abuse, increasing crime, economic malaise, moral deterioration, and increases in mental health problems contribute to the increasing stress in families. Historically, our society has looked to the family and the school to deal with the dynamics of social change. However, families have not received needed support for effectively dealing with these changes, and schools still function within designs more suited to the past than to the present or the future. A new paradigm based on a family-school-community learning and support system is needed. The focus of this book is on strengthening the early childhood educator's position in creating supportive relationships with families, particularly with those who are in at-risk situations. The book's goal is to promote new ways of thinking about and relating to families, with the focus on strengthening families and family-school relationships. The book has five chapters: (1) "At-Risk Families: The Context"; (2) "Empowering At-Risk Families"; (3) "Understanding the Barriers to Empowerment"; (4) "Insights on Relating to the Needs of At-Risk Families"; and (5) "Supporting At-Risk Families." Contains 190 references. (TJQ)

ED 360 094

PS 021 630

Baker, Betty Ruth  
Strengthening Language Experiences for Children through  
Fingerplays.

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Southern Early Childhood Association Conference (Biloxi, MS, March 23-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Early Childhood Education; Educational Games; \*Language Arts; \*Language Skills; \*Learning Activities; Teaching Guides; Teaching Methods

IDENTIFIERS- \*Fingerplays; Rhyme

Fingerplays--brief stories that rhyme and can be dramatized by using the fingers--are an old activity for children that can be

curriculum and teaching in small and rural schools is dramatic. This innovative educational tool provides the basis for a potential paradigm shift in the process of education and for widespread cooperative education on real issues and problems. Examples of current applications of the system and the necessary equipment are described. (SV)

ED 360 111

RC 018 979

Behrens, Robert L.

The Rural Superintendent: The Missing Link in School Improvement.

PUB DATE- Oct 92

NOTE- 10p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Administrator Role; \*Change Agents; \*Educational Change; Elementary Secondary Education; Leadership; \*Rural Schools; \*Superintendents

Educational research typically overlooks the significance of the superintendent in improvement efforts. The superintendent must not only be a good manager, but must also provide leadership, direction, vision, and purpose, and must establish an atmosphere conducive to learning. Because effective communication is vital, and in order to avoid confusion, the superintendent must also form an administrative team to maximize interaction and create commitment. One of the key elements of superintendent leadership is the search for effectiveness and excellence in the educational program. Effective leadership that produces effectiveness in schools can be accomplished only when the superintendent is fully organized and knowledgeable. The superintendent must evaluate the success or failure of improvement efforts, and be willing to abandon a project when necessary. Superintendents who wish to implement school reform are risk takers who view their job as requiring them to educate community and staff about what is needed and what they should want. This paper contains two figures mapping out superintendent activities and the superintendent's role in instituting reform efforts, and a list of 15 suggestions for superintendents. (KS)

ED 360 112

RC 018 981

Francis, Raymond W.

Issues in Establishing Rural Professional Development Schools.

PUB DATE- Oct 92

NOTE- 17p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*College School Cooperation; Educational Change; \*Educational Cooperation; Elementary Secondary Education; Mission Statements; \*Professional Development; \*Rural Schools; \*School Based Management; Teacher Education; Teacher Participation

IDENTIFIERS- \*Professional Development Schools; West Virginia

Six professional development schools (PDS) have been established in rural West Virginia as a result of an education reform effort. Two junior high schools, two elementary schools, and



Dreier, William H.  
Early Schools in Two Townships of Black Hawk County, Iowa, USA.  
PUB DATE- 2 Apr 93  
NOTE- 17p.; Diagrams may not reproduce clearly.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Historical Materials (060)

DESCRIPTORS- Consolidated Schools; \*Educational Administration;  
\*Educational Change; \*Educational History; Elementary Secondary  
Education; Higher Education; Local History; \*One Teacher  
Schools; Public Schools; \*Rural Schools; School Districts;  
Small Schools

IDENTIFIERS- \*Iowa (Black Hawk County)

This paper provides a history of early public schools in two Iowa townships. Townships are six by six mile areas of land that were established as the result of the Northwest Ordinance of 1787. The civil townships of Bennington and Cedar Falls were part of 17 townships located in Black Hawk County, Iowa. The Northwest Ordinance specified that the sale or income from a section in each township would be used by the state to build and support public schools. Additionally, an act of the Iowa Legislature in 1858 made each civil township a school district, ensuring that the tax unit for common schools was no smaller than a township. In Bennington and Cedar Falls Townships, nine subunits were created, each containing a school. Schools were usually started by a family or teacher and were private or subscription schools that required payment per child from the family to the village. In 1872, the Iowa General Assembly allowed a township to divide into nine rural independent districts, each having a three-member local board. After 1872, many townships voted to create independent districts that consisted of nine tax units instead of one. The number of school districts in Iowa increased rapidly in the next 4 years, until this authorization was withdrawn by the General Assembly in 1876. In the mid-1950s, due to low attendance and the passage of the School District Reorganization Law, most one-room schools became part of consolidated high school districts. Diagrams illustrate changes in school districts. (LP)

ED 360 129

RC 019 245

Levitan, Sar A.; Miller, Elizabeth I.  
The Equivocal Prospects for Indian Reservations. Occasional Paper  
1993-2.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- May 93

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*American Indian Education; \*American Indian  
Reservations; \*Economic Development; Elementary Secondary  
Education; Federal Aid; \*Federal Indian Relationship; Federal  
Programs; Human Capital; Job Training; Postsecondary Education;  
\*Public Policy; \*Tribal Sovereignty; Tribes

IDENTIFIERS- Bureau of Indian Affairs; \*Tribal Government

This paper analyzes and evaluates federal assistance to Indians on or near reservations and recommends public policies to promote self-determination through economic development. Most Indian tribes rely on federal funds for basic necessities and services. At current funding levels, reservation residents lead lives of deprivation or opt for outmigration to achieve personal self-sufficiency. The goal of federal policy should be

in 1974. Involving Bunumbu Teacher's College and 20 pilot schools, the project sought to improve preservice and inservice teacher training and to produce a new elementary school curriculum with a rural bias. In the mid-1980s, program implementation and impact were evaluated using case study methodology, including observation and interviews. Findings revealed that the project was implemented via many trials and errors. Outcomes with regard to major program objectives were as follows: (1) rural curricula for pilot schools and the college were developed; (2) pilot schools were rebuilt but were not transformed into community learning centers; and (3) implementation of the adult literacy program was not successful. Program impact included teacher development, improved school conditions, technical support for local agricultural development from blacksmithing workshops associated with pilot schools, and increased administrator and teacher confidence to tackle educational and community problems. Weaknesses and problems included unclear goals, too many objectives, physical isolation, lack of feedback and participative planning, lack of personnel trained in change implementation, and lack of resources. The Fullan model of implementation used in the evaluation was not adequate for the Sierra Leone context because it neglected social, political, and cultural factors affecting the change process. Contains 145 references. (SV)

ED 360 148

SE 052 583

Williams, Mike

Beginning Plant Biotechnology Laboratories Using Fast Plants.

PUB DATE- Dec 90

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agricultural Education; Biology; Environmental

Education; Environmental Influences; Higher Education;

\*Laboratory Experiments; Photosynthesis; \*Plant Growth; \*Plants

(Botany); \*Science Activities; Science Education; Science

Experiments; Secondary Education; Worksheets

IDENTIFIERS- \*Fast Plants; Germination; \*Life Cycles; Seeds

This set of 16 laboratory activities is designed to illustrate

the life cycle of Brassicae plants from seeds in pots to pods

in 40 days. At certain points along the production cycle of the

central core of labs, there are related lateral labs to provide

additional learning opportunities employing this family of

plants, referred to as "fast plants," at each particular stage

of life. A flowchart of the activities provides the teacher

with the sequence through which the students examine: the seed;

planting; germination; plant thinning; photosynthesis;

nutrients and the seed micro-development; vegetative

development; the effects of gibberellic acid, light, and

gravity on growth; floral development; pollination and bud

removal; and seed and pod development. Student worksheets and

corresponding teacher's guides are provided for each laboratory

experiment. A glossary of 194 terms used during the experiments

is provided. (MDH)

ED 360 149

SE 053 232

Energy, Economics, and the Environment: Case Studies and Teaching

NOTE- 101p.; Portions contain small/marginally legible print.  
LANGUAGE- English  
EDRS Price- MF01/PC05 Plus Postage.  
PUB TYPE- Legal/Legislative/Regulatory Materials (090)  
DESCRIPTORS- Elementary School Science; Elementary Secondary  
Education; Federal Legislation; Hearings; Museums; \*Science  
Education; \*Science Equipment; Science Facilities; Secondary  
School Science; Two Year Colleges  
IDENTIFIERS- Congress 102nd; \*Informal Education; Proposed  
Legislation; \*Science Museums

The hearing reported in this document focused on H.R. 4726, a bill concerned with improving the facilities and instructional equipment available at science-technology centers, two-year colleges, and other non-profit institutions engaged in informal and formal education in science and technology. Witnesses from three agencies (National Aeronautics and Space Administration, National Science Foundation, and Department of Energy) charged with implementing and administering the bill described how the new program relates to their agencies' current educational activities and provided an assessment of the likelihood of the bill achieving its objectives. (PR)

ED 360 170

SE 053 549

Poff, Norman O., Ed.  
Of Wings & Things. Aeronautics Information Stuff & Things for  
Students & Teachers.  
SPONS. AGENCY- National Aeronautics and Space Administration,  
Washington, D.C.

PUB DATE- 90

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners)  
(051), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Aerospace Education; Aircraft Pilots; Elementary  
School Science; Elementary Secondary Education; Mathematics  
Education; Models; Physical Sciences; \*Science Activities;  
\*Science Education; \*Science Instruction; Scientific Concepts;  
Scientific Literacy; Secondary School Science

IDENTIFIERS- \*Aeronautics; Aircraft Design; Airplane Flights;  
\*Paper Airplanes (Toys)

This book presents information, activities, and paper models related to aviation. Most of the models and activities included use a one page, single concept format. All models and activities are designed to reinforce, clarify, or expand on a concept, easily and quickly. A list of National Aeronautics and Space Administration (NASA) Center education programs officers, a list of NASA teacher resource centers and 18 sources of additional information are provided. (PR)

ED 360 171

SE 053 550

Gallison, Priscilla L.; Wright, Emmett L.  
The Effect of Teaching Strategies Using Models on Preservice  
Elementary Teachers' Conceptions about Earth-Sun-Moon  
Relationships.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the National  
Association for Research in Science Teaching (Atlanta, GA,  
April 15-18, 1993).

LANGUAGE- English

(141)

DESCRIPTORS- Algebra; Chemistry; Constructivism (Learning);  
\*Demonstration Programs; Educational Improvement; Educational  
Technology; Elementary School Mathematics; Elementary School  
Science; Elementary Secondary Education; Environmental  
Education; Experiential Learning; Integrated Curriculum;  
\*Mathematics Education; Mentors; \*Program Descriptions;  
\*Science Education; Science Programs

IDENTIFIERS- Hands on Science

The SouthEastern Regional Vision for Education (SERVE) is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE'S Consortium for Mathematics and Science Education provides support to members of the system by providing technical assistance, linking and coordinating resources, using technology, and disseminating information about successful practices targeted for at-risk students. This document describes 28 programs that have been categorized as Programs of Excellence, Quality Programs, or Promising Programs. There were 16 Programs of Excellence, 10 Quality Programs, and 2 Promising Programs identified and reviewed. The programs cover the following topics: constructivist learning, elementary mathematics and science, environmental studies, chemistry, physics, biology, problem solving, algebra and pre-algebra, life sciences, mentoring, high school mathematics, general mathematics, and geometry. A section lists 26 exemplary programs identified by the National Diffusion Network. Contact persons are listed for each of the programs reviewed. (MDH)

ED 360 190

SE 053 787

Mullis, Ina V. S.; And Others

NAEP 1992 Mathematics Report Card for the Nation and the States.

SPONS. AGENCY- National Center for Education Statistics (ED),  
Washington, DC.

PUB DATE- Apr 93

NOTE- 389p.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Achievement Tests; \*Educational Assessment;  
Elementary School Mathematics; Elementary Secondary Education;  
\*Mathematics Achievement; Mathematics Education; Mathematics  
Skills; \*Mathematics Tests; Minority Group Children; \*National  
Surveys; Secondary School Mathematics; Sex Differences; Student  
Evaluation

IDENTIFIERS- Mathematics Education Research; \*National Assessment  
of Educational Progress

This report presents the mathematics assessment results from the 1992 National Assessment of Educational Progress (NAEP). The assessment included nearly 250,000 fourth-, eighth-, and twelfth-grade students attending approximately 10,000 schools across the nation and the states. Students' performance is categorized into three achievement levels: Basic, Proficient, and Advanced. Among the major findings were that: (1) for the nation there were statistically significant increases in average mathematics proficiency in all grades and in both public and private schools from 1990 to 1992; (2) despite these positive findings, 60 percent of the students in grades 4, 8, and 12 were estimated to be at or above the Basic level on the 1992 mathematics assessment; (3) considerable variation in

This document describes a classroom learning activity that brings together role playing, learning about the Middle Ages, and working for rewards. In the course of the activity, entitled "Knights of the Round Table," students advance by completing assignments and amassing points. Players move upwards through the beginning or "peasant" level through "serf," "page," and "squire" levels until they finally accumulate enough points to become "knights." There are different characteristics assigned to each of the roles and varying numbers of points required to advance through the game. For instance, peasants and serfs earn points called "coppers," while pages and squires can earn "silvers." Only knights can earn "golds." Each special project to which teacher and student agree is a "quest," and a student may earn a "jewel" upon completion of a special task. Students who land on specially marked spaces can draw cards marked "Merlin's Magic," while those who fail to earn at least 50% of possible points on a given day go to the "Dragon's Lair" until they earn enough points to receive three jewels. (SG)

ED 360 211

SO 023 039

Indonesia and the Challenge of Development. Fulbright-Hays Summer Seminars Abroad Program (November, 1991).

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Nov 91

NOTE- 338p.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Cross Cultural Studies; Curriculum Development; \*Developing Nations; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Instructional Materials; \*Multicultural Education; Popular Culture; Social Studies; Teacher Education

IDENTIFIERS- Fulbright Hays Seminars Abroad Program; \*Indonesia  
This collection of works from the Fulbright-Hays Summer Seminar presents curriculum projects and cross cultural studies developed by the participants. The 18 works deal with Indonesia and the problems facing developing nations. Subjects include tradition, popular culture, change, and economic development and its impact on women. Indonesia is compared with nations in Africa, and with the United States in a project dealing with freedom of speech, censorship, and freedom of the press. Some of the works include reference bibliographies, maps, classroom handouts, and lesson plans. Many of the items included are materials and projects for teachers to use as a basis for a lesson plan or unit. A teacher workshop agenda provides all materials necessary to hand out to students, a list of goals for the program, and the agenda and program for a teacher workshop on Indonesia. Several units consist of syllabi for university courses and include required and reserve readings, videos, and course outlines. Research proposals also are included. Plans suitable for elementary or secondary school levels include materials covering geography, history, economics, anthropology, and government. Mass communication is discussed in several works. Because of the diverse nature of the population and cultures making up Indonesia, some of the projects deal with multiculturalism, unity in diversity, and problems relating to ethnic and religious differences. (DK)

ED 360 212

SO 023 049

Instruction; \*Humanistic Education; Intermediate Grades; Self Actualization; \*Social Studies; \*Student Development; \*United States History

IDENTIFIERS- \*Literacy in Science and Social Science Project

This report examines cases of students learning from their experiences in a fifth grade classroom as they studied a U.S. history curriculum organized around concepts that would not only help students understand history but also be powerful in their lives, concepts that planners hoped would make students more human. The teacher-researchers also considered themselves as learners through the collaborative work done within the Literacy in Science and Social Science Project. This report explores how social studies in this particular context was powerful or not for these particular fifth grade students, powerful in understanding U.S. history, powerful in text analysis, and powerful in analyzing their own lives. The report is not an attempt to show exemplary practice. Instead, it is an attempt to open up dialogue surrounding the teaching and learning of social issues and social justice in the context of social studies. The study seeks to address such questions as: What is powerful social studies? Whose history is being taught in the schools? For whom is it powerful, those who dominate or those who are dominated? For what purposes is it powerful? and Powerful to dominate or to liberate? Contains 57 references and 4 appendices.) (Author/SG)

ED 360 230

SO 023 178

May, Wanda T.; And Others

Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 130p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Art Education; Art Teachers; Educational Objectives; Educational Research; Elementary Education; Elementary School Students; Elementary School Teachers; Grade 1; Grade 2; Grade 5; \*Music Education; Music Teachers; Teacher Effectiveness; \*Teacher Role; Teaching Methods

This report presents five case studies of teaching for understanding in the arts. The first two studies are of expert elementary music teachers who engaged in weekly planning together. In the case of Anna Spaulding, a first grade lesson is presented in detail as well as a description of how this teacher conceived of music as a discipline, planned lessons, taught music classes in the first and fifth grades, and evaluated students' learning. In the case of Esther Bromfeld, similar topics are addressed with a focus on her teaching second and fifth grade classes, a presentation of a fifth grade lesson on improvisation, and her dedication to students' listening in music. The third case is of Martha England, an expert art teacher. Similar topics are treated in the analysis of this teacher's curricular goals and pedagogy that focused on art production, her teaching from an art cart, and students' learning. Together, these individual case studies present a portrait that captures how itinerant teachers in the arts manage exemplary teaching despite workplace constraints, their teaching concerns, and what students can learn in the arts when their teachers love and understand the subjects they teach,

Center Series No. 88.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- Mar 93  
NOTE- 84p.  
LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- \*Aesthetic Education; \*Art Education; \*Art Teachers;  
\*Curriculum Development; \*Curriculum Evaluation; Educational  
Research; Elementary Education; \*Music Education; Music  
Teachers; Teacher Education  
IDENTIFIERS- Discipline Based Art Education

This report focuses on the implications of eight Center for the Learning and Teaching of Elementary Subjects studies in elementary art and music education and synthesized existing research with respect to teacher education in art and music education. *The first section provides a summary of the major findings in each of the Center studies in art and music conducted over a 5-year period. Of particular interest to researchers was the improvement of teaching these subjects to enhance students' depth of understanding and meaningful applications in everyday life. The second section presents a synthesis and comparative review of the research literature in art and music teacher education in light of these findings. The literature review addressed several perennial and contemporary issues in arts education at the elementary level. The interests and goals of art and music education were mapped onto the larger historical context of U.S. curriculum and the multiple, competing goals for education. Little attention has been given to how to teach these disciplinary areas beyond art production or musical performance and what kind of knowledge, experience, preparation, and support teachers need in order to implement such a reform in K-12 practice. The third section examines research trends and current interests in general teacher education. Concerns such as contextual constraints in teacher education reform, teachers' subject matter knowledge, conceptual orientations to teacher education programs, and change strategies are used as a template to identify similarities, omissions, and promising directions in research and program development for art and music teacher education.* (DK)

ED 360 248

SO 023 325

Fowler, Charles; McMullan, Bernard J.  
Understanding How the Arts Contribute to Excellent Education.  
Study Summary.  
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.  
PUB DATE- 91  
NOTE- 73p.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- \*Art; \*Art Education; Classroom Environment;  
Creativity; \*Curriculum Development; Educational Policy;  
Effective Schools Research; Elementary Secondary Education;  
\*Excellence in Education; Self Expression  
IDENTIFIERS- Charleston County School District SC; Chula Vista  
City School District CA; Milwaukee Public Schools WI; Needham  
School District MA; Protestant School Board of Greater  
Montreal; Saint Augustine School for the Arts NY  
The ideas and case materials discussed in this study can  
contribute to the national dialogue on education reform and the

PUB DATE- 91

NOTE- 266p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Book Reviews; Computational Linguistics; \*Computer Software; Dictionaries; \*Faculty Publishing; Intercultural Communication; Language Research; Linguistics; Linguistic Theory; Morphology (Languages); Phonology; \*Pragmatics; Readability; Reference Materials; \*Research Methodology; Scholarly Journals; \*Structural Analysis (Linguistics); Word Processing

This document consists of the four issues of "Notes on Linguistics" published during 1991. Articles in the four issues include: "Linguistics without Books: A Diary Entry" (John Verhaar); "Writing for Scholarly Publications" (Howard Law); "Will Kofi Understand the White Woman's Dictionary?" (Gillian Hansford); "Tips About 'WORD'" (Bryan Harmelink); "Checklist for Writing Book Reviews" (translated by Dwight Day); "Introduction to Two-Level Phonology" (Evan L. Antworth); "Computing in Linguistics: A Two-Level Processor for Morphological Analysis" (Gary F. Simons); "On Ambiguity: A Diary Entry" (John Verhaar); "Handling Language Data: Excerpts from a Field Manual" (Thomas Payne); "How Pragmatic Is Pragmatics?" (J. Douglas Wingate); "Reanalytics: A Diary Entry" (John Verhaar); and "Readability Revisited" (Charles Peck). Number 54 is devoted to author, title, and keyword indexes of previous issues. (MSE)

ED 359 806

FL 800 415

Hutchings, Meredith

"Projects"--The Link between Literacy and the Real World.

PUB DATE- 86

NOTE- 20p.; Examples of students' handwritten work may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Journal Articles (080)

DESCRIPTORS- \*Adult Literacy; Foreign Countries; Language Proficiency; Language Skills; \*Literacy Education; Material Development; \*Relevance (Education); Second Language Instruction; \*Whole Language Approach; \*Writing Instruction; Writing Skills

IDENTIFIERS- \*Self Empowerment

The argument is advanced that many literacy materials, such as basal readers and workbooks, do not allow literacy students to learn to read and write in the daily context in which the skills will be used, and an alternative is described. The limitations of phonics-based materials and the resulting controlled vocabulary of readers and workbooks include students' lack of freedom to choose relevant topics. The whole language approach, referred to as an "apprenticeship" approach to literacy learning, is the basis of a "Projects" kind of learning. The Projects method involves choosing a topic, getting started through brainstorming, asking questions, beginning the research by developing a chart, finding resources, reading and recording the information, rewriting for presentation (revising and editing), and rewriting. The approach is based on both whole language theory and the theory of empowerment. Illustrations of students' work are included. Contains 8 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)



Instruction; Second Language Learning; Teaching Methods  
IDENTIFIERS- Ontario (Toronto)

This book consists of a collection of stories written by adults who attend a bilingual ESL (English as a Second Language) program co-sponsored by the Toronto Board of Education and Chinese Information and Community Services. All the writings deal with Chinese culture but the book may be used by people of diverse backgrounds and of varying levels of English language proficiency. The stories and accompanying exercises are of different levels of difficulty. Discussion questions follow each story. The goal of the book is to: (1) promote language development by way of exercises and discussions of topics that are relevant and meaningful to adult learners; (2) to provide instructors with descriptions of three approaches to teaching writing (Language Experience Approach, Process Writing and a Variation on Process Writing) that they can use in their programs and (3) to provide a springboard for intercultural communication and understanding through cultural exploration and comparison. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 826

FL 800 617

Past...Present...Future...A Collection of Writings by Adults  
Learning English as a Second Language.

PUB DATE- 87

NOTE- 37p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Citizenship;  
Cultural Enrichment; \*English (Second Language); Foreign  
Countries; Literacy; Literacy Education; \*Personal Narratives;  
Reading Materials; Second Language Instruction; Second Language  
Learning; \*Spanish Speaking; Stereotypes; \*Student Developed  
Materials

IDENTIFIERS- Ontario (Toronto)

This book is a collection of 11 stories written by adults learning English as a Second Language at the Centre for Spanish Speaking People in Toronto, Canada. It deals with their past experiences, their present situations in Canada, and their future aspirations. Each reading selection is followed by activities and discussion questions. This educational tool is recommended for use with any ethnic/linguistic group because it reflects the struggles, hopes, dreams, and problems that all newcomers face during the adaptation process. This book deals with real life situations with which all students can identify. The issue of stereotypes is addressed and suggestions on how students and instructors should deal with them are made. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 827

FL 800 618

Heffernan, Helen

The Garbage Crisis: Environmental Issues for Adult ESL Learners.

PUB DATE- 4 Feb 91

NOTE- 59p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy;  
\*Conservation (Environment); Conservation Education; \*English

Second Language.

PUB DATE- 92

NOTE- 151p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Literacy; \*English (Second Language);

Ethnicity; \*Linguistic Theory; \*Literacy; \*Literacy Education;

Migrants; Political Power; Second Language Instruction; Second

Language Learning; Social Action; Social Change; \*Theory

Practice Relationship

IDENTIFIERS- United States

This book attempts to counter the fears of many native English speakers and educators that the recent surge of speakers of English as a Second Language (ESL) into U.S. universities and U.S. society as a whole represents a threat to the integrity of U.S. pedagogy and culture. More specifically, the book wrestles with the questions: What does it mean to write and read in a second language? The first of six chapters explores the evolving definitions of literacy in the field of ESL. Chapter 2 focuses on social meanings of ESL literacy, discussing how ESL literacy involves cultural, social, and political action. The third chapter outlines a dialectical theory of ESL literacy as a social act. Chapter 4 presents Carlos Bulosan's autobiography, "America Is in the Heart," as an illustration of the dialectics discussed in Chapter 3. The connections between theory and practice are elaborated in chapter 5 through a discussion of the teaching practices that have been shaped by a social perspective on ESL literacy. And finally, chapter 6 examines the ways in which teachers construct meaning out of nonnative prose. (Contains 180 references.) (LB)

ED 359 847

FL 800 672

Dragman, June; Szasz, Michael

Global Stories of People Working for Change.

PUB DATE- 92

NOTE- 63p.; Photographs may not copy adequately.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Adult Literacy; Adult Students; Employees; \*English

(Second Language); Family Violence; Foreign Countries; Global

Approach; High Schools; High School Students; \*Literacy

Education; Photographs; Social Problems; Textbooks; War

IDENTIFIERS- Canada; Personal Reports of Subjective Experiences

Developed by a Canadian volunteer organization, this textbook for

high school and adult English-as-a-Second-Language (ESL) and

literacy students explores current international events and

social issues using both personal and global perspectives. It

includes personal stories of people's lives, discussions of

social and political issues in a wider context, and facts about

various countries (Canada, the United States, Mexico,

Guatemala, Nicaragua, Peru, Bolivia, England, Eritrea,

Ethiopia, Nepal, Thailand, and China). The direct and easy-to-

read language stories also make connections to life in Canada.

The reading material is divided into five major theme areas:

People and the Land; Rebuilding After War; Ending Family

Violence; Literacy; and Workers Making Connections. The text is

written in intermediate-level English, illustrated on almost

every page with photographs. A final section, "Teacher's

Notes," suggests classroom activities and opportunities for

further reading. Though written for intermediate-level ESL and

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports -  
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Achievement; \*Career Choice; College  
Applicants; \*Females; Higher Education; \*Medical Education;  
Medical Schools; Medical Students; \*Minority Groups; Peer  
Teaching; Student Research

IDENTIFIERS- \*Academic Professions; National Board of Medical  
Examiners; \*University of California San Francisco

The University of California San Francisco's Medical Scholars

Program was designed to encourage women and minority students  
to consider careers in academic medicine. The program ensured  
academic success in the basic pre-medical courses through the  
use of peer learning groups and exposed students to research  
opportunities through informal discussion and summer research  
participation. The program operated for 3 years and served 93  
white students (29% of those entering in that period) and 71  
non-white students (70% of those entering in that period).

During the program the number of minority students  
participating in summer research doubled; minority failures in  
pre-clinical courses declined; and the impact of pre-medical  
school achievement on the National Board of Medical Examiners  
Part 1 ceased to be a significant predictor of students' actual  
scores. The program also appeared to have a school-wide effect  
in increasing the use of group study, in decreasing the onus on  
"help-seeking," and in promoting consideration of academic  
careers. Finally, the program created an infrastructure of  
medical student teachers who serve as a peer support group to  
first-year students. The report's three sections include a  
quantitative analysis of the program and its effect on student  
performance on the National Board Examination, a summative  
qualitative analysis based on student interviews, and a  
description of summer research experiences. (JB)

ED 359 866

HE 026 555

Moore, Gordon; And Others

A Randomized Controlled Trial Evaluating the Impact of the New  
Pathway Curriculum at Harvard Medical School. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary  
Education (ED), Washington, DC.

PUB DATE- 29 Nov 90

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Academic Achievement; Career Choice; Comparative  
Analysis; Curriculum Development; \*Experimental Curriculum;  
Higher Education; Interdisciplinary Approach; Medical  
Education; \*Medical Schools; \*Medical Students; Mentors;  
\*Outcomes of Education; \*Program Evaluation; Student Centered  
Curriculum

IDENTIFIERS- \*Harvard University Medical School MA

In 1985 and 1986, two randomly selected groups of Harvard Medical  
School students entered either the traditional program or the  
New Pathway, a redesigned medical curriculum with a 3-year  
longitudinal course structure involving the same small group of  
students and teachers. The program features the interweaving of  
material from other disciplines; emphasis on self-reflection; a  
mentoring relationship between students and teachers within the  
small groups; and opportunities to discuss and reflect on  
experiences that occurred during rotations. An evaluation of  
the program's effects involved analysis of career preferences

Education. NIAR Report 93-14.  
PUB DATE- 93  
NOTE- 115p.; Ed.D. Dissertation, Oklahoma State University.  
LANGUAGE- English  
EDRS Price- MF01/PC05 Plus Postage.  
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)  
DESCRIPTORS- Administrator Attitudes; \*Aviation Education;  
\*Career Choice; \*College Faculty; Colleges; Higher Education;  
Sex Bias; Sex Differences; Teacher Attitudes; Undergraduate  
Study; \*Women Faculty  
IDENTIFIERS- Aviation; \*Aviation Occupations

A study was done to examine the reasons for the low number of women in collegiate aviation education by focusing on the number and status of women aviation educators and on attitudes toward women in aviation. Information was sought from each of the 67 four-year University Aviation Association member institutions, with a response rate of 63%. Structured telephone interviews with 47 aviation program directors and aviation collegiate educators at the 42 responding institutions were conducted. The instrument requested data concerning the present status of women in collegiate aviation education and used open-ended questions to allow respondents to recommend changes. Analysis revealed that women hold 10.5 percent of the full-time aviation faculty positions, that women hold 8.8 percent of the earned doctorates in the technologically related field of engineering, and that 5.2 percent of Certified Flight Instructors are women. Responses from the 13 female interviewees indicated that the majority of them became involved in the profession by accident. Several respondents indicated that mentoring is important in a woman's career. Suggestions to women interested in collegiate aviation education included: networking, joining professional organizations, participating in conferences, acquiring higher degrees in education, acquiring as many flight ratings as possible, becoming more aggressive, seeking leadership from women, and being a role model for other women. (Includes a copy of the instrument, a list of participating institutions, information on the researcher, and a 125-item bibliography. (JB)

ED 359 886

HE 026 583

Webster, Jeff, Ed.  
Annual NASSGP/NCHelp Research Network Conference Proceedings  
(5th, Denver, Colorado, May 25-27, 1988).

PUB DATE- 27 May 88

NOTE- 245p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Blacks; College Students; \*Educational Finance;  
\*Educational Trends; Eligibility; Federal Legislation; Federal  
Regulation; Graduate Students; \*Higher Education; Institutional  
Research; Loan Default; Loan Repayment; Paying for College;  
Scholarship Funds; Student Costs; \*Student Financial Aid;  
Student Financial Aid Officers; Student Loan Programs; Trend  
Analysis; Tuition

IDENTIFIERS- Colorado; Financial Aid Recipients; Guaranteed  
Student Loan Program; Maryland; Minnesota; New England; New  
Jersey; Pell Grant Program

This volume presents papers from a 1988 conference on collegiate student financial aid which focused on trends in the cost of higher education, student loan defaults, trends in borrowing, the impact of congressional legislation, and state-level financial aid research. The papers are grouped in five sections

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Administration; Educational Administration; \*Evaluation Methods; Foreign Countries; Governance; Higher Education; \*Institutional Autonomy; Models; Peer Evaluation; \*Self Evaluation (Groups)

Self-regulation in North American higher education is inherent in university behavior, having existed and expanded throughout most of the past century. However, the rest of the university world is just starting to experience a significant level of control over program development, financial management, and evaluation and the subsequent need for self-regulation. This book describes the development and evolution of several major forms of regulatory systems for higher education in the United States and other countries, with particular emphasis on the universities' increasingly complex and self-regulatory intentions and characteristics. It focuses primarily on the nature and development of evaluation systems as they are experienced in the wider concept of regulation--their attributes, strengths, limits, and how they can be improved. The presentation is based upon conceptual models for regulation, evaluation, and self-assessment developed over the last 20 years, some of which have been used by those constructing collaborative self-regulation schemes in several countries. In addition, the book presents analyses of the patterns that are emerging, the apparent national determinants, and the critical relationships between purposes and means in the systems. Appendices contain sources of information concerning evaluation programs, a sample survey, and excerpts from several handbooks and papers addressing internal and external quality control and self-evaluation. Contains approximately 150 references and an index. (GLR)

ED 359 905

HE 026 604

Educational Plant Survey, University of South Florida, Education and General, April 19-23, 1993.

PUB DATE- Apr 93

NOTE- 168p.; For related document, see HE 026 605.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - General (140), Information Analyses/State-of-the-art Materials (070), Numerical/Quantitative Data (110)

DESCRIPTORS- Capital Outlay (for Fixed Assets); College Housing; College Planning; College Students; Degrees (Academic); \*Educational Facilities; \*Educational Facilities Planning; Educational Legislation; Facility Expansion; Higher Education; \*Institutional Evaluation; \*Institutional Research; \*School Surveys; Site Analysis; Site Development; State Legislation  
IDENTIFIERS- \*University of South Florida

This report presents findings from a plant survey of the University of South Florida conducted in April, 1993. It contains recommendations for the educational plants of the university for the period from April, 1993 through June, 1998. The statistics presented are intended to assist the university with the preparation of building programs submitted for review to the Board of Regents and the Office of the Governor. The report contains eight sections. The first section presents an introduction to the educational plant survey that covers the statutory foundations for the survey, the procedural policies, and the cooperative process. The second section presents an overview of the university, its historical perspective and

these purposes for educators who responded. These educators represent a specialized group of highly educated and experienced teachers, who are knowledgeable about computer technology and who have been using a range of computer-based applications in classrooms for several years. Computer and library media specialists are generally the leaders in telecommunications practices, serving as a resource for other teachers. Most respondents are self-taught, and their responses highlight the lack of training in telecommunications for teachers. Implications of findings for improving the educational uses of telecommunications are discussed. Ten tables and 49 figures present survey findings. Appendix A is an annotated bibliography that lists 55 educational telecommunications services and regional Internet providers, and Appendix B lists the computer networks respondents used. (Contains 21 references.) (SLD)

ED 359 924

IR 016 139

Littleton, Karen; And Others  
Gender and Software Effects in Computer-Based Problem Solving.  
PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; \*Computer Assisted Instruction; Computer Games; Computer Software; Females; Foreign Countries; Junior High Schools; Junior High School Students; Males; Performance; \*Problem Solving; \*Sex Differences; Sex Stereotypes

IDENTIFIERS- England

Whether gender differences in performance using computer software are due to sex stereotyping or gender differentiation in the programs was investigated in two studies. An adventure game, "King and Crown," with all male characters, and a gender neutral game, "Honeybears," were played by 26 female and 26 male 11- and 12-year-olds in Milton Keynes (United Kingdom). Both games were essentially route-planning tasks with similar features. In a second study, a new version of "King and Crown," called "Pirates," was compared to "Honeybears" in a study with 24 female and 24 male 11- and 12-year-olds in Milton Keynes. Considered together, results of these studies provide a clear illustration of the way characteristics of the software can exert an effect on the performance of girls. While the performance of boys was relatively unaffected by the software, that of girls was far superior when playing "Honeybears." Further studies will examine the expressed preferences of boys and girls for the two games. (SLD)

ED 359 925

IR 016 140

Thompson, Brad; And Others  
HDTV Debate: Industrial Policy Gone Awry.  
PUB DATE- Apr 93

NOTE- 28p.; Paper presented at the Meeting of the Broadcast Education Association (Las Vegas, NV, April 16-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Broadcast Industry; Cost Effectiveness; Economic

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Access to Education; Computer Networks; Conferences; Democracy; \*Distance Education; \*Educational Practices; Elementary Secondary Education; \*Equal Education; Foreign Countries; Higher Education; Organizational Development; \*Organizational Objectives; Policy Formation; Professional Associations; Systems Development; \*Theory Practice Relationship

IDENTIFIERS- South Africa

The objectives of the Launching Conference of the South African Institute for Distance Education (SAIDE) are reviewed, and its recommendations are explored. The conference participants considered how theories, teaching, and administrative practices in distance education worldwide could be used to design a new distance education system for a democratic South Africa. It was necessary to recognize that present practices are not adequate alone, and that student success depends on the quality of educational experience that an institution provides. The conference has therefore provided a good forum for considering how access to education and equal educational opportunities can be established. A summary of what delegates want from SAIDE includes the following roles: (1) policy, advocacy, and lobbying; (2) networking, cooperation, and facilitating; (3) acting as a resource center; (4) acting as a research and evaluation body; (5) training and staff development; (6) initiation and enabling; and (7) immediate tasks of information dissemination and administrative efforts. (SLB)

ED 359 945

IR 016 170

Muzio, Jeanette A.

A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.

PUB DATE- Nov 92

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- Bulletin Boards; \*College Students; Comparative Analysis; \*Computer Assisted Instruction; Computer Science Education; Computer Software Evaluation; \*Distance Education; Foreign Countries; Higher Education; Mail Surveys; \*Microcomputers; Student Attitudes; Technological Advancement; \*Telecommunications; Telephone Surveys; Universities; Use Studies

IDENTIFIERS- British Columbia; \*Computer Mediated Communication; \*Mainframe Computers; University of Victoria BC

At the University of Victoria (British Columbia), computer mediated communications have been used since 1988 in the delivery of distance education in the Certificate Program in Computer Based Information Systems. From 1988 to 1990, a university mainframe computer was used as the host for communications, but since 1990, the host has been a personal computer (PC) based electronic bulletin board system (BBS) operated by program staff. These two methods of using computer-mediated communications are compared and contrasted from the perspectives of data communications procedures, technical support required, usage, costs, and reactions of students. BBS usage was analyzed by studying the experiences of 21 students in a version of the course. Experience with the earlier system

person who takes care of the organization's documents. A list of helpful organizations is also included. (SLD)

ED 359 966

IR 054 597

Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project.

SPONS. AGENCY- New York State Program for the Conservation and Preservation of Library Research Materials.

PUB DATE- Mar 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; Emergency Programs; Higher Education; \*Library Administration; Library Collections; \*Library Cooperation; Library Planning; Library Surveys; Needs Assessment; \*Preservation; Program Implementation; Public Libraries; \*Records Management; Special Libraries; Training IDENTIFIERS- \*Central New York Library Resources Council; \*New York

From August to November of 1992, 10 institutions from central New York State (Colgate University Library, Fayetteville Free Library, Herkimer County Community College Library, Oneida Community Mansion House, Onondaga Community College Library, Onondaga County Public Library, Onondaga Historical Association, Skaneateles Library Association, State University of New York Health Science Center - Syracuse Library, Utica Public Library) participated in a cooperative preservation needs assessment project for the Central New York Library Resources Council. The assessment consisted of three phases, each launched by a 1-day training seminar. Each of the institutions conducted the survey on a 100- or 400-item random sample drawn from its library collection (either general or a special collection). The project identified preservation problems, solutions, and priorities; developed institutional preservation plans; identified collective preservation problems and solutions; and identified and established priorities for collective action. The target collections samples represented an estimated 627,500 items, with a variety of preservation problems. The vast majority lacked environmental control. The survey formed the basis for a grant proposal for future cooperative action centering on disaster preparedness, preservation program implementation, and a preservation techniques refresher program. Nine appendixes provide supplemental information about the projects, its participants and agenda, and a sample plan. The survey document is included. (SLD)

ED 359 967

IR 054 598

Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents.

SPONS. AGENCY- Arizona Humanities Council, Phoenix.

PUB DATE- 92

NOTE- 131p.; Funding also provided by the Friends of the Phoenix Public Library.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- American Indian Culture; American Indian History;



categories of near equivalence and change in meaning is given. It is noted that the Escamilla list was published in 1978, and updating of the list is recommended. (Contains 5 references.) (Author/MES)

ED 359 986

IR 054 662

Bashaw, Marjorie K.

Project: LEARN. A Case Study of an Ohio Literacy Program.

PUB DATE- Jun 93

NOTE- 47p.; Master's Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; \*Adult Reading Programs; Case Studies; Community Involvement; Futures (of Society); \*Literacy Education; Tutoring; Tutors; Volunteers; Volunteer Training

IDENTIFIERS- Historical Background; Ohio (Cleveland); \*Project LEARN OH

This study examines the history, development, and important characteristics of Project: LEARN, a community-based literacy program in Cleveland (Ohio). The program started in 1974 and is an affiliate of Laubach Literacy International. It has successfully used volunteer tutors to teach basic reading and writing skills to thousands of illiterate adults. Data collected for this case study were derived from interviews conducted with present and former staff of Project: LEARN, as well as from correspondence, board meeting minutes, reports, newsletters, publicity releases, newspaper articles, and an annual meeting of Project: LEARN. Related literature is reviewed; and the following characteristics of Project: LEARN are described: mission statement and purpose, organization and structure, facilities, programs, student support groups, funding, budget, tutor training, educational materials, and future plans. (Contains 38 references.) (Author/MES)

ED 359 987

IR 054 673

Tyson, Edith S.

Books for Teens: Stressing the Higher Values: A CSLA Bibliography.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Adolescents; Annotated Bibliographies; Authors; Books; Childrens Libraries; \*Childrens Literature; Church Workers; Guides; Library Personnel; Literary Criticism; \*Moral Values; Nonfiction; Novels; \*Reading Materials; \*Religious Factors; Social Values; Values Education; Volunteers; Young Adults

IDENTIFIERS- \*Church Libraries; \*Synagogue Libraries

This annotated bibliography is intended as a general background guide for volunteer librarians in churches and synagogues. It is assumed that the user has little knowledge of contemporary literature for youth in grades 7 through 12, but is aware that their reading needs are not identical to those of younger children or adults. Rather than listing books that are explicitly devout, the guide lists books that emphasize values that all religions hold in common. Criteria used in selection include proven popularity, the presence of values beyond self, and availability in paperback. The works of four contemporary authors who write for young adults--Lois McMaster Bujold,

procedures to guide planning, acquisition, technical support, and staff training; and (7) continuation of the emerging pattern of decentralization of the acquisition of audiovisual equipment and tape libraries. The final section presents a list of 18 vital campus issues identified during the IASP process, a list of 80 potential new and expanded campus programs and processes, charts showing 39 personnel requests and 43 equipment requests by unit, and outlines of campus space utilization and computing needs and projects. (MAB)

ED 360 003

JC 930 351

Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning.

PUB DATE- Aug 93

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Numerical/Quantitative Data (110)

DESCRIPTORS- \*College Planning; College School Cooperation; Community Colleges; Educational Finance; Educational Legislation; \*Enrollment; Enrollment Influences; \*Enrollment Projections; \*Enrollment Trends; Intercollegiate Cooperation; School Statistics; Two Year Colleges; Two Year College Students  
IDENTIFIERS- \*Arizona

The Task Force on Enrollment Growth Planning (TFEGP), authorized in 1992 by the State Board of Directors for Community Colleges (SBDCC) of Arizona, includes representatives from each community college as well as staff from SBDCC office. The Task Force was created to prepare enrollment growth estimates for community colleges through the year 2010; to develop alternative strategies to accommodate the anticipated enrollment growth; and to provide recommendations. Using the Arizona Enrollment Demand Model, the Task Force estimated that community college enrollment demand would increase by approximately 95,000 students (62%) between 1990 and 2010, which would be equivalent to the services provided by an additional 11 to 14 average-sized Arizona community colleges. To deal with the projected growth in enrollment demand, the Task Force proposed a variety of strategies described under the following headings: Strategic Planning for Facilities, Equipment, and Staffing; Collaborative Efforts among Institutions; Confronting the Challenge of Growth; and Financial Support. This report reviews the enrollment growth estimates and the methodologies used to arrive at these estimates, as well as describing the strategies to accommodate the anticipated growth. The report also details specific recommendations to each of the following bodies: the Arizona Board of Regents; the Governor and State Legislature; the SBDCC; and the District Governing Boards and colleges. An appendix provides a report of the Task Force's Statistics subgroup, describing enrollment growth models reviewing district-prepared enrollment projections, and detailing enrollment projections by program type, and student age, gender, ethnicity. Data tables, graphs, and pie-charts are included. (PAA)

ED 360 004

JC 930 352

Articulation Agreements: A Report.

PUB DATE- Jun 93

NOTE- 55p.

LANGUAGE- English

provides data on WCCS's Educational Talent Search Program, an effort involving nine target high schools to promote college attendance through student services. Next, the report provides data on school personnel, including information on salaries, race, gender, employment status, and full- and part-time faculty characteristics. Following data on fall 1990 library resources, the report provides data on WCCS finances, including financial histories for 1987 through 1992, expenditures by function and object, revenues by source, and foundation revenues. Next, the report presents data on physical plant assets, and provides a WCCS building inventory. Finally, the report provides data on the Alabama Community College system, including data on credit hour production, student headcount by race and sex, and personnel classified by salary schedule. Data tables; campus, service area, and system maps; and a report evaluation form are included. (PAA)

ED 360 020

JC 930 370

Santa Rita, Emilio  
Educational Advising for Student Retention.

PUB DATE- 92

NOTE- 99p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Advising; \*Career Counseling; Community Colleges; Counseling Services; \*Counselor Role; Counselor Training; \*Educational Counseling; \*Faculty Advisers; Referral; School Holding Power; Student Needs; \*Student Problems; Teacher Student Relationship; Two Year Colleges; Two Year College Students

Drawing from the literature and research on educational advising and student retention, this handbook provides practical guidelines on advising students, based on five propositions. The propositions are that: (1) educational advisement should be designed to provide accurate, consistent, accessible information for students concerning their progress within their curriculum; (2) the best single indication of the likelihood of college persistence is the student's ability to cope with academic problems; (3) educational advising should be career focused; (4) the quality of student-faculty interaction is a major contributing variable to college holding power; and (5) the premier goal of educational advising is a full response to the student's needs. Each of the five sections of the handbook deals with one of these propositions. Part 1 deals with providing information to different categories of students, including returning, entering, freshmen, English-as-a-Second-Language, international, undecided, change of major, transfer, part-time, and probationary students. Part 2 suggests ways of helping students cope with 19 difference academic problems. Part 3 deals with 15 categories of difficulties encountered in the course of making a decision about a career. Part 4 reviews seven ways of responding to students who come for advisement. Finally, part 5 outlines the method of making an effective referral and summarizes referral skills. Each section concludes with case studies and specific recommendations. An academic advisor checklist and evaluation form used at Bronx Community College and responses to case problems are included. (MAB)

ED 360 021

JC 930 371

under 25, 86% were white, and another 86% were enrolled full-time; (3) while age, race, and gender were related to receiving an award, they were not as strongly related as the program selected, college location, and student course load; (4) occupational-training students were more likely to graduate than transfer students; (5) the probability of receiving an award for urban students was only about half of that for non-urban students; (6) students who initially enrolled full-time were five times more likely to graduate than part-time students, though the 3-year period commonly used in graduation studies is generally not enough time for part-time students; and (7) colleges with large numbers of part-time freshmen had lower graduation rates, even if the tracking time was extended to 7 years. (MAB)

ED 360 037

JC 930 451

Rifkin, Tronie

Administrator and Faculty Ethics Codes in Community Colleges.

ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Accountability; Administrators; \*Codes of Ethics; College Faculty; Community Colleges; \*Conflict of Interest; \*Educational Policy; Educational Trends; \*Ethics; Faculty College Relationship; Integrity; Moral Values; National Surveys; Plagiarism; \*Teacher Behavior; Two Year Colleges  
IDENTIFIERS- ERIC Digests

The role of ethics in institutional management and instruction and the need for ethics codes have been identified as major issues currently facing community colleges in the United States. In general, ethics codes represent professional ideals, serving as guides for behavior and establishing principles of performance. A study was recently conducted by the Community College Studies Program at the University of California, Los Angeles and the Irvine Group (a group of prominent current and emeritus educators) of 2,500 two- and four-year colleges to identify existing administrator and faculty ethics codes. A total of 413 institutions provided usable responses, and only 36 of these institutions reported administrator ethics policies. With respect to community colleges, these policies tended to specify professional standards for conflict of interest, integrity, nepotism, and accountability. The most common issue covered in college faculty ethics codes was faculty responsibilities, occurring in 27 of 33 responding two-year colleges. In addition, most locally developed policies included a section concerning the ethical obligations of faculty as teachers. The survey also revealed a strong emphasis on faculty rights and conflict of interest. Only four community colleges submitted sexual harassment ethics codes, and no community college submitted a policy concerning ethics in research. In addition to institutional ethics statements, many collective bargaining agreements also detail the rights and responsibilities of faculty members. (PAA)

ED 360 038

PS 020 981

note taking, reading comprehension, and test preparation.  
References are included at the end of each chapter. (TJQ)

ED 360 056

PS 021 530

Squibb, Betsy

Opening Doors: Maine's Early Childhood Demonstration Sites.

PUB DATE- May 93

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Demonstration Programs; Inservice Teacher  
Education; Parent Participation; \*Preschool Children; Preschool  
Education; \*Program Design; Program Effectiveness; \*Program  
Evaluation; \*School Readiness

IDENTIFIERS- \*Developmentally Appropriate Programs; Maine

This summary report describes Maine's early childhood demonstration sites--three model programs within the schools which serve as demonstration and training sites for public school and preschool educators and which increase access to quality programs for four-year-old children and their families. Demonstration sites were designed to provide an individualized, child-centered curriculum, regional training opportunities for early childhood educators, and parental education programs. The first section of the report provides background information, providing national and state contexts as well as brief descriptions of Head Start and other child development services in Maine. The next section describes the demonstration sites project in detail, including site selection, training of site personnel, and community resource teams. An evaluation study is presented in the third section, and the findings of that study are outlined in the fourth section of the report. The report concludes with a discussion of the implications for other state efforts in early childhood education. (MM)

ED 360 057

PS 021 531

Ispa, Jean M.; Thornburg, Kathy R.

Continuity between Parents and Family Child Care Providers: Does It Matter?

PUB DATE- Mar 93

NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Child Behavior; \*Child Caregivers; Child Development; Child Rearing; Early Childhood Education; Family Day Care; \*Parent Attitudes; \*Parent Child Relationship; Predictor Variables; \*Young Children

IDENTIFIERS- Caregiver Attitudes; Caregiver Behavior; \*Caregiver Child Relationship; \*Continuity

This study investigated associations between young children's behavior and the continuity of parent and provider behavior and attitudes. Subjects were 3- and 4-year-old children, their parents, and their family child care providers. A total of 29 children were observed in their homes with their parents and in the family child care homes with their providers. Observations of parents and providers focused on their active engagement with the children, warmth or approval, and disciplinary styles. Parents' and providers' child-rearing attitudes were measured

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accreditation (Institutions); \*Curriculum Development; Educational Improvement; Elementary School Teachers; Evaluation Criteria; Guidelines; Higher Education; Intermediate Grades; Junior High Schools; Matrices; Middle Schools; \*Minimum Competencies; Secondary School Teachers; \*Teacher Education; \*Teacher Education Curriculum; Teacher Qualifications

IDENTIFIERS- \*National Middle School Association

Prepared by the National Middle School Association (NMSA) and approved by the National Council for Accreditation of Teacher Education (NCATE), this handbook presents curriculum guidelines and worksheets for undergraduate and graduate teacher preparation programs focusing on grades 5 through 9. Specifically, the guidelines are designed to assist in the preparation of curriculum folios as part of the accreditation process and to aid in the development or revision of middle-level programs. Following introductory materials, the first part of the handbook provides requirements for middle-level teacher training programs at four levels: a basic teacher education program, a master's degree program, a specialist's degree program, and a doctoral program. For each program, minimum standards and appropriate accreditation documentation are described for the following program components: (1) in-depth study of the developmental stage of early adolescence; (2) knowledge of middle-level philosophy, curriculum, and instruction; (3) content knowledge in at least one broad teaching field; and (4) field experience at the middle level. The second part of the handbook provides four sets of matrices for use in reporting compliance with NMSA guidelines for the basic through doctoral program levels. Matrices include a list of the minimum requirements described in the handbook and space to cite courses or experiences that fulfil the requirement. (AC)

ED 360 077

PS 021 602

Schurr, Sandra L.

How To Evaluate Your Middle School.

PUB DATE- 92

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Case Studies; Committees; \*Evaluation Methods; \*Informal Assessment; Instructional Effectiveness; Intermediate Grades; Junior High Schools; \*Middle Schools; \*Program Evaluation; Program Implementation; Role of Education; School Role

Designed as a guide to conducting informal evaluations of middle school programs, the nine sections of this booklet review current thinking on issues of evaluation and offer sample questions to be considered by school evaluation teams. Following introductory materials, the first section reviews the benefits to conducting evaluations of middle-level programs, while the second examines the unique role of middle schools in

traced in Indian lore to a time before Columbus. Today, fingerplays delight and fascinate young children and provide a variety of learning opportunities. Fingerplays can provide a source for strengthening language experiences for young children, such as opportunities for listening, speaking, discussing, reading, writing, and following directions. Extended learning activities also enrich language experiences. When selecting fingerplays and planning extended activities with fingerplays, adults should consider the developmental level of the children, the purpose of the fingerplay, the theme or unit of study, and the learning expectation. For presentation, fingerplays should be memorized. Making an illustrated chart to go with the rhyme can enhance reading experiences. Recorded fingerplays with accompanying illustrations at a listening station or learning center give children opportunities to participate with the fingerplay independently or in a group experience. This paper presents three fingerplays: "Apples"; "Five Brown Teddy Bears"; and "Butterflies." Each fingerplay includes instructions, the rhyme that accompanies the fingerplay, and several extended learning activities. The suggested activities provide a variety of learning opportunities that embrace field trips, dramatic play, games, motor activities, music, art, books, and stories. (TJQ)

ED 360 095

PS 021 635

Fiene, Richard

National Early Childhood Program Accreditation (NECPA) Annual Report, 1992.

PUB DATE- 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Research/Technical (143)

DESCRIPTORS- \*Accreditation (Institutions); Annual Reports; Child Caregivers; Child Health; Community Involvement; \*Day Care Centers; Demography; Early Childhood Education; Educational Environment; \*Institutional Evaluation; \*National Norms; National Surveys; Parents; Professional Development; Program Administration; \*Standards; Young Children

IDENTIFIERS- Child Safety; Developmentally Appropriate Programs

This report presents data collected in a pilot study of 55 day care programs in 14 states by the National Child Care Association. Information was gathered through: (1) day care center self-evaluations; (2) surveys of staff, parents, and children; and (3) on-site visits. The first of the report's two sections presents data from the self-evaluations that deal with center compliance with specific early childhood program standards in regard to administration, developmentally appropriate programming, health, safety, parental involvement, and child care environment. The percentage of centers that responded positively to each question in the self-evaluation survey is reported in this section, which also presents data obtained during on-site observations that pertain to professional development, child care environment, health and safety, and developmentally appropriate programming. Section 2 presents demographic data about the centers concerning funding, children served, auxiliary services, staff, and transportation. The results of the parent and staff surveys are also presented. (MDM)

ED 360 096

PS 021 640

two high schools have been participating for the past 2 years in restructuring efforts that involve collaboration between public school teachers and university faculty. Project goals include restructuring of the teacher preparation curriculum at West Virginia University (WVU) and the establishment of PDS emphasizing site-based decision making and the development of school visions. Data concerning the project were obtained from meeting minutes of the Cross-Site Steering Committee (CSSC), work session notes, focus-group interviews, individual interviews, and CSSC participants' written responses to open-ended questions. The major issues emerging from the data were: (1) defining what a PDS was and understanding the concept; (2) understanding "who is in charge of the process" and moving toward collaboration; (3) developing relationships among PDS sites and between PDS sites and WVU representatives; and (4) maintaining PDS sites through continued funding, increased participation, and an atmosphere of trust and open communication. The keys to development and maintenance of PDS are the existence of true collaborative activities, thorough planning, consistent communication, a commitment by all those involved, and a belief that the process is important. (KS)

ED 360 113

RC 018 983

Bhaerman, Robert D.

Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.

PUB DATE- Oct 92

NOTE- 23p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; Community Centers; Community Cooperation; Community Coordination; Community Services; \*Educational Improvement; \*Educational Objectives; Elementary Secondary Education; \*Parent Participation; Parent School Relationship; Rural Education; \*Rural Schools; \*Shared Facilities; Social Services

IDENTIFIERS- \*Community Learning Centers; \*Delaware

This report summarizes discussions held in 1992 at two public forums to examine ways to improve the quality of rural education in Delaware. The forums focused on two goals: building support for quality education and promoting partnerships between families, communities, and schools. Participants discussed expanding schools to become "community learning and service centers," possibly integrating them with social-service agencies as a means of overcoming duplication and fragmentation in services. Problems with this approach include school accessibility, establishing roles and responsibilities, and the lack of existing services. Family and parental involvement was discussed in terms of changing family roles and parental disenfranchisement from the educational system. Participants recommended that schools take a leadership role toward redesigning themselves as learning centers while improving their relationships with social-service agencies. It was also recommended that schools work more closely with parents and communities in decision-making. Other recommendations dealt with the need for professional development and community cooperation. The paper ends with conclusions and reflections of the Delaware Rural Assistance Council, which expressed the view that the ultimate commitment



to raise the standard of living on reservations by expanding opportunities for individuals to function independently of the federal welfare system. A precondition to achieving this goal is the creation of effective tribal governments. The key to tribal economic success lies in taking advantage of all available federal, human, and natural resources. In particular, a comprehensive reform of reservation educational and training systems is necessary to expand self-governance initiatives. Tribes that achieve self-sufficiency will face conflicts between economic development and cultural identity. This paper provides overviews of: (1) American Indian demography; (2) the history of federal Indian policies; (3) reservation economies (employment and welfare); (4) land resources and land use (agriculture, mining, water rights, and environmental issues); (5) federal economic development programs, private investments, and reservation gambling; (6) education (schools, funding, educational attainment, achievement, tribal colleges, and use of new technologies); (7) job training programs; and (8) tribal government, courts, and taxation issues. (SV)

ED 360 130

RC 019 246

Stropko, Susan; And Others

The Career Ladder Program as a Catalyst for Reform.

PUB DATE- Mar 93

NOTE- 41p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*American Indian Education; American Indians;

\*Career Ladders; Change Strategies; \*Educational Change;

\*Educational Improvement; Elementary Secondary Education;

\*Participative Decision Making; Rural Areas; School Districts;

\*School Restructuring; Teacher Evaluation

IDENTIFIERS- Ganado School District AZ; Navajo (Nation); \*Teacher Empowerment

This report describes the Career Ladder Program at Ganado Unified School District 20, which serves approximately 2,000 students in grades K-12 in the Navajo Nation in rural northeastern Arizona. A committee of teachers and principals developed a model that influenced the evolution of the district and school system from conventional management to a quality-school management model. Program components include outcome-based education, teacher reflective practice, performance-based teacher evaluation and compensation, and a teacher evaluation model based on student outcomes. As a result of the program, positive changes have occurred in teacher empowerment, program planning and management, communication, teacher evaluation, student assessment, curriculum alignment, and professional development. A comparison between the career ladder program model and a conventional management model indicates that the career ladder program approach has led to reform at the local level, teacher empowerment, and improvement of student and teacher performance. Graphics illustrate the career ladder program model. (LP)

ED 360 131

RC 019 247

Hodges, V. Pauline

Teaching At-Risk Students: A Quality Program in a Small Rural

Activities for Middle School.

PUB DATE- 92

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Air Pollution; Case Studies; Conservation (Environment); Cost Effectiveness; Ecology; \*Economic Factors; Economics; Energy; \*Energy Conservation; \*Environment; Environmental Education; Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; \*Learning Activities; \*Middle Schools; Models; Natural Resources; \*Problem Solving; Solid Wastes; Waste Disposal; Water Resources

IDENTIFIERS- Pollutants; Power Plants

Educators are faced with the task of teaching students to be responsible stewards of the world's natural resources. This curriculum focuses on three interrelated topics in this area: energy, economics, and the environment. The goal of this book is to: (1) teach students basic knowledge and concepts about energy, the environment, and economics; (2) teach students effective decision-making skills; and (3) to engage students in meaningful learning activities. The book is divided into five sections. The first section provides a general economic framework for analyzing environmental and energy issues. The framework is composed of three components: the relationships between production, energy and the environment; economic considerations; and methods such as regulations, taxes, subsidies, and incentives that counteract negative external forces influencing the environment. The next four sections present case studies and learning activities to attain the educational goals of the curriculum. The units investigate: solid waste using a case study of the school cafeteria; air pollution using a case study of burning leaves; energy using a case study of power plants; and natural resources stewardship using a case study about drought conditions in California. A list of 49 additional energy, economics, and environmental resources is provided. (MDH)

ED 360 150

SE 053 362

Conserving Soil. Revised.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.

PUB DATE- Apr 88

NOTE- 74p.; Reprinted by permission of the U.S. Soil Conservation Service of the U.S. Dept. of Agriculture, "because of widespread interest and use by educators."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ecology; Enrichment Activities; Environmental Education; Hazardous Materials; \*Integrated Activities; Interdisciplinary Approach; Intermediate Grades; \*Learning Activities; Pollution; Science Education; Secondary Education; \*Social Studies; \*Soil Conservation; \*Soil Science; Worksheets

IDENTIFIERS- \*Bitto Masters; \*Environmental Issues; Erosion; Food Production

This book of enrichment materials is an interdisciplinary study of soil designed for students in grades 6-9. The materials are presented in three units. Unit 1 contains eight activities in

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Astronomy; Concept Formation; Earth Science; Educational Research; Elementary Education; Elementary School Science; Higher Education; Methods Courses; \*Preservice Teacher Education; \*Science Instruction; Science Teachers; Scientific Concepts; Teaching Models

IDENTIFIERS- Earth; Moon; Preservice Teachers; Sun

This study investigated the effect of three specific hands-on teaching strategies on the attainment and alteration of preservice elementary teachers' conceptions about earth-sun-moon relationships. The subjects (n=76) were enrolled in an elementary school science methods course. The descriptive nature of this study explored: (1) the effect of two instructional strategies--those using models versus those not using models--on preservice teachers' abilities to develop models to explain the occurrence of the lunar phases; and (2) whether spatial skills and reasoning levels interact with the ability to develop explanatory models. The results of the study suggest that models do have an effect. The group using only mental models did not show any significant change from pretest to posttest on the retention test. The group using physical models had significant categorical shifts from pretest to posttest. No significant interaction between spatial ability and model development was found. Results also suggest that concrete manipulated models appear to work best for novel situations, but that the type of models used in teaching abstract phenomena should be carefully determined. The paper concludes with several recommendations for further study. Contains 26 references. (PR)

ED 360 172

SE 053 551

Agholor, Rose Nkechi; And Others

Curriculum Reforms in Post-Secondary Science in Nigeria.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 14-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Science; \*Curriculum Problems; \*Educational Change; Educational Research; Foreign Countries; Higher Education; \*Science Curriculum; \*Science Education History; \*Science Instruction

IDENTIFIERS- \*Nigeria

Since attaining independence in 1960, Nigeria has attempted vigorous promotions of science education involving changes in curricula. This paper examines the impetus, nature, and impact of such curricular reforms at the post-secondary level. The historical context of these issues is provided. Issues necessitating reform and reform trends are discussed and the nature of current reforms is described. Two studies conducted in three Nigerian universities, to ascertain the perceptions of staff and undergraduates concerning the impact of reform are presented. For these studies, a total of 206 undergraduates and 15 lecturers randomly drawn from the Faculties of Science and Education were surveyed. In study 1, 86% of the students and 95% of the lecturers believed the new reform has not brought about appreciable improvement in the quality of instruction. The deplorable state of the laboratories and the lack of

performance existed within and across states and territories; (4) increases in mathematics proficiency between 1990 and 1992 did little to alter the relative standings of the demographic groups; (5) gains were noted in the content areas of numbers and operations, measurement, geometry, data analysis, and algebra, and (6) one-fifth of the 4th graders, two-thirds of the 8th graders, and 90 percent of the 12th graders demonstrated ability in solving two-step problems involving multiplication and division. Chapter 1 contains overall achievement results for the states by grade and by state. Chapter 2 contains results for the nation and states by the demographic groups of race/ethnicity (White, Black, Hispanic, Asian/Pacific Islander, American Indian); gender; type of community (advantaged urban, disadvantaged urban, extreme rural, and other); parents' highest level of education; and type of school (public, Catholic, private). Chapter 3 contains national and state mathematical content areas of estimation, numbers and operations, measurement, geometry, statistics, algebra, and functions. The four appendices, one-third of the document, discuss NAEP's anchor-level results, the guidelines for sample participation, state contextual background factors, and an overview of the procedures used in the 1992 mathematics assessments. (MDH)

ED 360 191

SE 053 822

Dalton, Bridget; And Others

Equal Opportunity Learning: Hands-On Science for Girls and Boys. SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Electricity; Elementary School Science; Elementary School Students; Evaluation; Females; \*Grade 4; Inquiry; Intermediate Grades; Males; \*Science Instruction; \*Sex Differences; \*Teaching Methods

IDENTIFIERS- \*Hands on Science

This paper presents the results of a comparison of the effects of gender on fourth-grade students' learning in hands-on science. This study is part of a 3-year classroom based project of hands-on science in 6 urban and 2 suburban classrooms (n=171). Half of the teachers used a supported-inquiry approach, and half used activity-based science to teach a hands-on science unit on electricity over a 6 week period, each completing 12 learning experiences. Both approaches engaged students in hands-on exploration. Teachers participated in a 1-day training session, followed by two after-school coaching sessions. A written electricity test was used as a pre and posttest. A diagram analysis exam was used as a posttest only (both instruments are in the appendix). There were no gender effects on the pretest, posttests, and assessment modality. (Contains 15 references.) (PR)

ED 360 192

SO 021 387

Harris, Karen; Picard, Martine

Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e

Chisholm, Lynne; Bergeret, Jean-Marie  
Young People in the European Community: Towards an Agenda for  
Research and Policy.

PUB DATE- Jun 91

NOTE- 140p.; A product of the Human Resources, Education,  
Training and Youth Task Force.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Child Development; Cultural Context; Educational  
Objectives; \*Educational Research; Elementary Secondary  
Education; Foreign Countries; International Relations; \*Policy  
Formation; \*Public Policy; Research Needs

IDENTIFIERS- \*European Community

This report considers the character of youth policies, youth  
research, and other aspects of youth in the member states of  
the European Community (EC). The goal is to provide a useful  
basis for further Community thinking on youth matters. Section  
1 of the report depicts central aspects of youth across the EC.  
The aim is to demonstrate how young people's lives are framed  
by the social, economic, political, and cultural contexts in  
which children grow up. Sections 2 and 3 of the report examine  
the nature and direction of research concerning youth in the EC  
and offer proposals for change. In section 2, an initial  
working map of the EC's research and policy perspectives  
enables an assessment of the ways in which the EC Commission  
could promote a transnational approach to youth policy and  
research. Section 3 translates the assessment into a set of  
recommendations for EC policy. All of the recommendations seek  
to: (1) respond to themes identified in discussions with  
practitioners, policymakers, and researchers as important for  
the future; (2) take into account the range of experience and  
expertise available across the EC; and (3) develop the basis  
for a transnational tradition for youth research and policy  
in Europe. Nineteen footnotes are included; an appendix and a  
bibliography containing 126 references are attached. (SG)

ED 360 213

SO 023 086

Monroe, Suzanne S.  
Doors and Windows of My Mind: Thresholds of Visual Thinking.

PUB DATE- 93

NOTE- 43p.; Some photographs may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Aesthetic Education; Artists; Built Environment;  
Children; \*Creative Development; \*Creative Expression;  
Creativity; Creativity Research; Cross Cultural Studies;  
Elementary Secondary Education; Females; Higher Education;  
\*Material Culture; \*Metaphors; Photography; Qualitative  
Research; \*Semiotics; \*Visual Literacy

IDENTIFIERS- New Mexico (Santa Fe); \*Visual Thinking

Visual thinking has been neglected with the increasing emphasis  
on verbal and analytical skills. There is a need to provide  
balance in curriculum content and instructional evaluation  
related to visual imagery skills. In order to draw upon  
students' diverse talents and thinking capacities, educators  
must honor and respect alternative thinking and learning  
styles. Support and encouragement of visual thinkers is needed  
from preschool through adult years. The study of material  
culture as a context for both visual and verbal language  
learning is important in social studies and the fine arts. A

have a well developed pedagogical repertoire, are dedicated to the arts, and care deeply about students' art learning opportunities. (SG)

ED 360 231

SO 023 192

Dole, Patricia Pearl

Religious Books for Children: An Annotated Bibliography. Third Revised Edition.

PUB DATE- 93

NOTE- 43p.; For an earlier edition, see ED 315 356.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Biblical Literature; Childrens Libraries; \*Childrens Literature; \*Christianity; Early Childhood Education; Elementary Education; \*Judaism; Religious Cultural Groups; Religious Holidays

IDENTIFIERS- Trade Books

This bibliography is a guide for selecting children's books with overt religious themes and for the evaluation of this area in library collections. It is designed to be both current and critical, and can be used by church and synagogue libraries, directors of religious education, parents, and public or school libraries. The bibliography is arranged by subject and includes material for children from preschool to grade 6. The age range is given at the end of each annotation. of each annotation. Sections include works on the Bible, God and theology, church history and biography, denominations, Christian life, devotions, holidays, Judaism, and ecumenism. Sections on the Old and New Testaments are divided between story collections and individual stories and Mennonite, and Roman Catholic. The section on Judaism cites books on Jewish life and on the holidays of Hanukkah, Passover, and Purim. Citations on Christian holidays concern Easter and Christmas. The Christian section is further divided into songs, poetry, The Christmas section is further divided into songs, poetry, and stories. A section on other religions includes Aboriginal Australian, Buddhism, Hinduism, and Islam. The New Testament section on Jesus Christ focuses on His life, nativity, miracles, and parables, and an index of titles are included. (DK) and an index of titles are included. (DK)

ED 360 232

SO 023 195

Social Studies K-12. Teacher Handbook.

PUB DATE- May 92

NOTE- 417p.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Citizenship Education; \*Civics; Curriculum Design; \*Curriculum Development; Elementary Secondary Education; \*Geography Instruction; \*History Instruction; \*Social Studies; State Curriculum Guides

IDENTIFIERS- \*North Carolina

This curriculum guide for North Carolina social studies teachers stresses the fact that social studies traditionally has accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. It is the single curriculum area whose subject matter is the entirety of human experience. The sequence for

search for excellence in all areas of education. The study attempts to clarify what the arts contribute to education. While it indicates that much more needs to be done, it suggests actions and approaches which can be utilized now so that the singular contributions of the arts to children can be supported. To enter the future citizens will need the power, thinking, creativity, discipline, energy, and unique forms of apprehending and organizing knowledge that the arts offer. Some key findings of the study include: (1) the arts can foster the development of students who are engaged actively in learning; (2) the arts contribute to the development of a creative, committed, and exciting school culture of teachers, students, and parents; (3) the arts play a role in generating a dynamic, coordinated, and cohesive curriculum; (4) the arts can build bridges to the larger community, the broader culture, and other institutions; (5) the arts can humanize the learning environment; and (6) the arts contribute to improved academic performance. The schools and the eight exemplary models identified in this study are examples of excellence, and each of the programs is discussed and related to the key finding of the study. Four significant sets of implications emerged from the study. The first set is concerned with the general contours of an emerging comprehensive arts education model; the second is concerned with the model's connection to excellent education; the third pertains to ways such a model might be implemented more broadly; and the fourth concerns the characteristics of further assessment research that would advance the understanding of the model and its effects. (DK)

ED 360 249

SO 023 329

Stokrocki, Mary

The Transmission and Reproduction of Art Culture in One Navajo Public School System.

PUB DATE- 92

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*American Indian Culture; \*American Indian Education; \*Art Education; Art History; \*Art Teachers; Cultural Differences; Cultural Education; Educational Research; Elementary School Teachers; Elementary Secondary Education; \*Public Schools; Secondary School Teachers; Teaching Methods  
IDENTIFIERS- \*Culture Transmission; \*Navajo (Nation)

This paper describes a microethnographic pilot study describing, analyzing, and interpreting how culture is transmitted and retained in one Navajo public school system. The study is both historically and educationally significant because it presents a portrait of the everyday realities of art teaching and learning in a school system during a period of transition as new teachers were hired, and new programs were developed. The aim of the study was to understand education in this context and to come to know the participants in order to offer a vivid education picture and some sensitive insights. Comparisons suggested that Navajo art education had changed greatly and was centered around the student as a Navajo and an American. Conflicts in the meanings of culture and education existed between the Navajo conception of education as a process of cultural preservation and harmony and the dominant culture emphasis on cultural change. The quality and quantity of art

Darville, Richard  
Teaching Literacy to Second Language Learners.

PUB DATE- 93

NOTE- 11p.; In: Draper, James A., Taylor, Maurice C., and Goldbrab, Sheila, Eds. Issues in Adult Literacy and Basic Education in Canada. p1-10. Ontario Institute for Studies in Adult Education. For related paper, see ED 343 450.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Adult Literacy; English (Second Language); Foreign Countries; Government Employees; \*Immigrants; \*Job Skills; Language Proficiency; \*Learner Controlled Instruction; \*Limited English Speaking; \*Literacy Education; Oral Language; Second Language Instruction; Unions; Written Language

IDENTIFIERS- British Columbia (Vancouver); \*Workplace Literacy  
The teaching of literacy, primarily to second language learners, in the Vancouver, British Columbia, Municipal Workplace Language Training Program is examined. The program arose out of reports to the city's Equal Employment Opportunity (EEO) program about language difficulties among workers who couldn't pass tests required for promotion or permanent appointment or workers who had difficulty conveying written/oral messages, legal documents, or job orders. EEO's leeway for experimentation allowed for the Workplace Language Training program's learner-centered teaching approach and emphasis on open discussion. The teaching is active, based on an understanding of the importance of extended periods of spoken and written language use, and of the interplay of language learning with the experience of immigration. Students are led to useful attitudes and practices and away from self-restrictive ones. Examples of the classroom learner-centered approach are cited, including some from student writing assignments. This program is viewed as a model on collaboration in workplace literacy because the EEO and the Canadian Union of Public Employees have come together as partners with a shared intention to develop a program that can be made available to other employers and employees. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 808

FL 800 443

Street, Brian V.  
Literacy, Nationalism, and Assessment. LC Report 89-1.

PUB DATE- 89

NOTE- 19p.; Paper first presented at a colloquium sponsored by the Literacy Center at Teachers College, Columbia University (New York, NY, December 1988).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Evaluation; Language Planning; Language Proficiency; \*Language Role; Language Tests; \*Literacy; \*Nationalism; \*Oral Language; Political Influences; Written Language

IDENTIFIERS- Theoretical Analysis

"Autonomous" and "ideological" models of literacy are discussed in the context of the literacy-culture-politics relationship.



(Second Language); Foreign Countries; Learning Activities; Literacy; Literacy Education; Pollution; Recycling; Second Language Instruction; Second Language Learning; Teaching Methods; Units of Study; Vocabulary Development  
IDENTIFIERS- Freire (Paulo); Ontario (Toronto); \*Problem Posing  
This module on the garbage crisis is for intermediate and advanced learners of English as a Second Language. It seeks to inform learners about this issue and to give them an opportunity to direct their concerns about the environment into positive action. The guide uses the problem-posing methodology of Paulo Freire. This methodology has three stages; listening, dialogue, and action. The module consists of five units: What Is Typical Household Garbage; Where Does This Garbage Go?; Where does It Come From?; and What Are We Doing to Reduce, Reuse, and Recycle Our Household Garbage? Questions for discussion are provided for each unit along with vocabulary, language, and thinking activities and actions for change exercises. A quiz called "The Great Recycling Quiz" is included that reviews the main points covered. A bibliography and important sources for information are contained in a resource section. All four language skills are addressed in each unit-- speaking, listening, reading, and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 828

FL 800 635

Capitalizing on Culture through Competency-Based Adult Education.  
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.  
Bureau of Adult/Community Education.

PUB DATE- 93

NOTE- 68p.; A Section 353 demonstration project.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Adult Education; Black Students; Business Education; \*Classroom Techniques; \*Competency Based Education; \*Cultural Awareness; Cultural Pluralism; English (Second Language); Haitians; Hispanic Americans; Learning Activities; Learning Strategies; Mathematics Instruction; \*Minority Groups; Science Education; Social Studies; \*Student Characteristics

IDENTIFIERS- African Americans; Florida (Polk County); Hispanic American Students; Jamaicans

Characteristics of Hispanic, African American, Jamaican, and Haitian students, the most prevalent minority groups in the adult school population in Polk County, Florida, are described in this resource book. The book, which is intended to supplement staff development in cultural diversity and to help implement classroom strategies for reaching all learners, includes strategies for reaching each of the four minority group students, and suggests intended outcomes and learning activities for English, social studies, mathematics, science, and business. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 829

FL 800 641

Brogan, Ray F.

Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program.

PUB DATE- 90

NOTE- 15p.; Paper presented at the Annual Conference of the American Evaluation Association (Washington, DC 1990).

LANGUAGE- English

literacy students, the clearly-captioned photographs make the book a useful resource for less advanced students as well. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 848

FL 800 686

Volunteer Voice. Volume IX.

PUB DATE- 92

NOTE- 38p.; This volume contains only three issues.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reference Materials - Directories/Catalogs (132), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Community Centers; Field Trips; Games; Holidays;

\*Literacy Education; Records (Forms); Teacher Evaluation;

\*Teaching Methods; \*Volunteers

IDENTIFIERS- Halloween

This document consists of the three volume IX issues of "Volunteer Voice," a newsletter of the Tacoma Community House Training Project. The first issue consists of one teacher's personal account of English-as-a-Second-Language (ESL) teaching and includes the following: an annotated list of ESL text books, a list of activities resources, publications consisting of pictures and visuals, pronunciation guides, literacy books, vocational ESL resources, storytelling and culture books, resources on language learning and teaching methods, and miscellaneous items. The second issue describes specific teaching techniques including oral practice and literacy activities, as well as approaches to teaching about Halloween and information about Tet Trung-Thu, the Vietnamese mid-autumn festival. The third issue covers information on planning and managing field trips. It also includes an ESL Tutor Training Workshop Evaluation, advice on games, and a sample "gift game." (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 849

FL 800 688

Wrigley, Heide Spruck

Outside Evaluation Report for the Arlington Federal Workplace Literacy Project.

SPONS. AGENCY- Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.

PUB DATE- May 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adult Students; Continuing Education; Educational Technology; \*Employees; \*English (Second Language); Industry; Limited English Speaking; \*Literacy Education; \*Partnerships in Education

IDENTIFIERS- Arlington Public Schools VA; \*Workplace Literacy

The successes and challenges of the Arlington Education and Employment Program (REEP) Workplace Literacy Project in Virginia are described in this evaluation report. REEP's federal Workplace Literacy Project Consortium is operated as a special project within the Department of Adult, Career and Vocational Education of the Arlington Public Schools. The project offered job-related instruction in English as a Second Language (ESL), literacy, and basic skills to 696 students at various sites, including office buildings, nursing homes, convenience stores, hotels/motels, and hospitals. Participants

and educational experiences, observed information on student performance, self-report data, and test data from standardized patient and National Board scores. These results showed that the New Pathway students preferred a student-directed environment, studied differently, and demonstrated a stronger orientation towards "deep" learning. The students in the new curriculum were more humanistic in orientation, possessed better relational skills, and had superior knowledge of social and behavioral science. In addition they were more challenged, better known to the faculty, and somewhat more anxious. There were no differences in biomedical cognitive performance measures or career choices. Includes appendixes detailing evaluation instruments, giving summary tables of learning and psychosocial behaviors, and listing 25 references. (JB)

ED 359 867

HE 026 557

Anderson, Steve

Teaching Excellence in the Liberal Arts.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 31 Aug 88

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; College Instruction; Educational Assessment; Educational Quality; \*Faculty Development; Higher Education; \*Humanities Instruction; \*Instructional Improvement; \*Liberal Arts; \*Program Proposals; Teacher Evaluation

IDENTIFIERS- \*University of Arkansas Little Rock

A planning and discussion committee was formed at the University of Arkansas (Little Rock) to evaluate the role that faculty teaching assessment might take in a planned liberal arts teaching excellence project. The committee leader attended an Assessment Strategies Workshop conducted by Trudy Banta at the University of Tennessee. The committee head then shared materials from the workshop with all committee members and other faculty and had a research assistant check the availability of all bibliographical material, about half of which was readily available. The committee met continuously for project planning over the weeks following the workshop in order to prepare the project proposal for liberal arts teaching excellence. Though the committee's proposal for further funding was denied, the discussion committee's work had many beneficial results including increased understanding by faculty participants of assessment and its role in higher education. The committee developed resource materials for assessment and identified library holdings, a draft for a faculty development project was produced and participants are positioned to plan future projects. Appended is a copy of the draft project proposal on faculty development. (JB)

ED 359 868

HE 026 558

Tesconi, Charles A.

Planning Grant To Initiate a National Center for Transition to Teaching. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 30 Aug 91

NOTE- 28p.

LANGUAGE- English

corresponding to the five topics, and each section begins with abstracts of the papers it contains. Section I: "Major Trends in the Cost of Higher Education and Student Aid" contains "College Costs and Student Aid" (Kenneth C. Green); "Pell Grant Program Changes and Their Effects on Applicant Eligibility, 1973-74 to 1988-89" (Tom G. Mortenson) and "Trends in Financial Aid Among Blacks and Non-Blacks in Maryland" (Michael J. Keller). Section II: "Understanding and Addressing Student Loan Defaults" contains "The Operation of the Guaranteed Student Loan Program in Minnesota, 1977-1985" (Saul Schwartz and Sandy Baum), "The Reduction of Student Loan Defaults in New Jersey" (Lutz K. Berkner), "Toward an Understanding of Why Defaulters Repay" (Marilyn Pedalino and Cynthia Chopick), "Student Loan Defaults: One State's Approach" (Robert Fomer), and "Identification of High Risk Borrowers" (Richard H. Wedemeyer). Section III: "Trends in Student Borrowing" contains "The Changing Patterns of Supplemental Borrowing: A Profile of Emerging Family Education Debt" (Thomas D. Parker); "The New England Student Loan Survey: The Impact of Student Loans on Borrowers" (Sandy Baum and Saul Schwartz), "Borrowing Patterns Among Graduate and Professional School Students" (James P. Honan). Section IV: "Projecting the Impact of Congressional Methodology" offers "The Impact of Congressional Methodology on New Jersey Dependent College Undergraduate Aid Eligibility" (Lutz K. Berkner), "The Impact of Congressional Methodology on the Minnesota State Scholarship and Grant Program" (Gerald L. Setter), "Impact of Congressional Methodology on University of Minnesota Twin Cities Campus Financial Aid Applicants" (Reed Carpenter). Section V presents "State-Level Options in Financial Aid Research" (Porfirio Diaz, John Klacik, and Marilyn Sango-Jordon). A final section lists conference attendees with addresses and telephone numbers. (JB)

ED 359 887

HE 026 584

Davis, Jerry S., Ed.

Proceedings for the Annual Conference of the NASSGP/NCHLP  
Research Network (6th, Washington, D.C., June 7-9, 1989).

PUB DATE- Jan 90

NOTE- 441p.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Access to Education; Blacks; College Students;  
\*Educational Finance; \*Educational Trends; Eligibility; Federal  
Legislation; Federal Regulation; Graduate Students; Higher  
Education; Institutional Research; Loan Default; Loan  
Repayment; \*Minority Groups; Paying for College; Scholarship  
Funds; Student Costs; \*Student Financial Aid; Student Financial  
Aid Officers; Student Loan Programs; Trend Analysis; Tuition  
IDENTIFIERS- National Postsecondary Student Aid Study; National  
Service

This proceedings contains 25 papers, the conference agenda, and summaries of other presentations of a 1989 conference on student financial aid. The following papers are included:

"Minorities in Higher education in the 1970s and 1980s-What the Current Population Surveys Tell Us" (Paul M. Siegel);  
"Estimating Minority Participation in College: Problems and Prospects" (Michael L. Tierney); "Post-High School Plans and Aspirations of Black and White High School Graduates: What Has Changed Since the Mid-1970s?" (Robert M. Hauser); "Vanishing Dreams: The Growing Economic Plight of America's Young Families" (Clifford M. Johnson); "Family Income and Student Financial Aid Eligibility" (Thomas G. Mortenson); "Why Can't We

statement of purpose. The remaining six sections contain tables that present data on: (1) the student population, (2) the academic programs and degrees offered by the university, (3) the existing inventory of sites and buildings, (4) the school's plan for housing programs, students, personnel, and services, (5) an analysis of capital outlay finances, and (6) recommendations for educational plants at various campus sites. (GLR)

ED 359 906

HE 026 605

Educational Plant Survey, University of South Florida, Health Sciences Center, April 26-30, 1993.

PUB DATE- Apr 93

NOTE- 67p.; For related document, see HE 026 604.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140), Numerical/Quantitative Data (110)

DESCRIPTORS- Capital Outlay (for Fixed Assets); College Housing; College Planning; College Students; Degrees (Academic); \*Educational Facilities; \*Educational Facilities Planning; Educational Legislation; Facility Expansion; Higher Education; \*Institutional Evaluation; \*Institutional Research; \*School Surveys; Site Analysis; Site Development; State Legislation

IDENTIFIERS- \*University of South Florida

This report presents findings from a plant survey of the Florida Health Sciences Center at the University of South Florida conducted in April, 1993. It contains recommendations for the educational plants of the university for the period from April, 1993, through June, 1998. The statistics presented are intended to assist the university with the preparation of building programs submitted for review to the Board of Regents and the Office of the Governor. The report contains eight sections. The first section presents an introduction to the educational plant survey that covers the statutory foundations for the survey, the procedural policies, and the cooperative process. The second section presents an overview of the university, its historical perspective and statement of purpose. The remaining six sections contain tables that present data on: (1) the student population, (2) the academic programs and degrees offered by the university, (3) the existing inventory of sites and buildings, (4) the school's plan for housing programs, students, personnel, and services, (5) an analysis of capital outlay finances, and (6) recommendations for educational plants at various campus sites. (GLR)

ED 359 907

HE 026 606

Downs, Sylvester Ronald

An Evaluation of Experiential Teaching/Learning Methods--In a Professional Legal Training Course.

PUB DATE- Oct 92

NOTE- 286p.; Master's Thesis, Macquarie University, Australia.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Techniques; Educational Research; Educational Testing; Evaluation Methods; \*Experiential Learning; Foreign Countries; Higher Education; \*Instructional Effectiveness; Instructional Innovation; Law Schools; Law Students; Learning Activities; \*Learning Strategies; Professional Education; Qualitative Research; \*Research

Factors; Federal Legislation; Foreign Countries; Futures (of Society); Marketing; \*Policy Formation; \*Public Policy; Standards; \*Technological Advancement; Technology Transfer; \*Television  
IDENTIFIERS- Federal Communications Commission; \*High Definition Television; Historical Background

Some of the arguments for and against an industrial policy to invigorate the new High Definition Television (HDTV) industry are reviewed, arguing that the potential impact of an HDTV industry on the U.S. economy has been overstated and that the industry, considered to have great potential for educational and other uses, will cost consumers much more than conventional television while only providing limited benefits. It is further argued that, by setting standards to establish an HDTV industry, the Federal Communications Commission (FCC) may stimulate manufacture of sets by foreign countries that will have negative impacts on the U.S. economy. The history of HDTV development is traced, and probable costs and benefits are outlined. A market for HDTV will not develop unless programming is available. By setting a standard and a mandatory phase-in period, the FCC will guarantee a market and programming, and the industry will no longer be reluctant to produce the receivers and auxiliary equipment needed. It is probable that an industrial policy will cost consumers billions of dollars for a negligible and unsought improvement in their lives with no likely recovery in the American consumer electronics industry. (SLD)

ED 359 926

IR 016 141

Gunawardena, Charlotte N.; Boverie, Patricia E.  
Impact of Learning Styles on Instructional Design for Distance Education.

PUB DATE- Nov 93

NOTE- 9p.; Paper presented at the World Conference of the International Council of Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adults; Analysis of Variance; \*Cognitive Style; \*Computer Assisted Instruction; \*Distance Education; Educational Media; Graduate Students; Higher Education; \*Instructional Design; Instructional Materials; Interaction; Intermode Differences; \*Learning Modalities; Questionnaires; Teaching Methods

IDENTIFIERS- \*Audiographics; Computer Mediated Communication

The interaction of adult learning styles and the media, methods of instruction, and group functioning in a distance learning class using audiographics and computer-mediated communication was studied and compared with similar interaction in non-equivalent traditional classes. One graduate class in theory and practice of distance education, taught at a distance with 15 students, and 3 traditional on-campus classes were selected. The interaction of learning style and media, methods of instruction, group functioning, and support was determined by administering a questionnaire developed for the study and subjecting results to an analysis of variance. The major finding is that learning styles do not impact how students interact with media and methods of instruction, but do affect satisfaction with other learners. Class type impacts student satisfaction with media, methods, group satisfaction, goal setting, and group climate. Results of this study cannot be

was described by staff participants. Students found the BBS easy to use and easy to learn. The instructor found it to be a good vehicle for broadcasting information. Help-desk functions were used much less often with the BBS than with the mainframe system, and installation of the system was easy and efficient. While the BBS does not meet every need of the distance education class, it represents an improvement over the mainframe system and will serve until an improved method is developed. (SLD)

ED 359 946

IR 054 441

Ford, Helen

The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines.

SPONS. AGENCY- International Council on Archives, Paris (France).

PUB DATE- 91

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Archives; Developing Nations; Equipment; Guidelines; \*Preservation; \*Records Management; Reprography; Training Methods

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Records and Archives Management Programme (RAMP) works primarily to help developing countries meet archive and record management needs. This study is intended to inform archivists, curators, and users in the proper handling and care of archival materials. The publication includes: (1) a description of the context of conservation and preservation, including costs, approaches, and technology; (2) an overview of the varieties of archival materials and the kinds of care they may need; (3) a description of kinds of physical aids, reading room aids, copies, furnishings, and handling techniques for preservation; (4) a discussion of training users and staff for the care and handling of archival materials; and (5) guidelines for aids and training that will enhance preservation. (Contains 12 references.) (KRN)

ED 359 947

IR 054 442

Kitching, Christopher

The Impact of Computerization on Archival Finding Aids: A RAMP Study.

SPONS. AGENCY- International Council on Archives, Paris (France).

PUB DATE- 91

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)

DESCRIPTORS- \*Archives; Automation; Computer Networks; \*Computer Oriented Programs; Databases; Data Processing; Developing Nations; \*Information Technology; Models; Research and Development; Standards; Surveys; Thesauri  
IDENTIFIERS- Examples; \*Finding Aids; MARC

This report is based on a questionnaire sent to 32 selected National Archives and on interviews with archivists from eight countries. Geared to the needs of developing countries, the report covers: (1) the impact of computerization on finding

Biographies; \*Childrens Literature; Elementary Education; Elementary School Students; Environmental Influences; Fiction; \*Folk Culture; Government (Administrative Body); Hispanic American Culture; Periodicals; Personal Narratives; \*State History; Story Telling; United States History

IDENTIFIERS- \*Arizona

Resources about Arizona for children in kindergarten through eighth grade are listed. Materials include fiction and non-fiction and are mostly English language titles. Books listed have generally been published since 1977, although classic titles distinguished by literary or artistic merit are included, as are bibliographies published before 1977. Arizona heritage that is recorded in Spanish and Native American language materials is listed in the bibliographies cited. Materials are arranged alphabetically by author within each section. A tentative grade level of primary school, intermediate grade, and junior high school is indicated for each resource. The following sections are included: (1) literature for kindergarten through grade 3; (2) literature for grades 4 through 6; (3) folktales; (4) biographies and personal accounts; (5) Arizona environment, wildlife, and plants; (6) geography and travel; (7) politics and government; (8) history; (9) native American history and culture; (10) Hispanic history and culture; (11) magazines; (12) bibliographies; (13) storytellers, authors, and illustrators; and (14) publishers and vendors specializing in the Southwest. A total of 525 print materials are listed. (SLD)

ED 359 968

IR 054 599

The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.

PUB DATE- Dec 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary Secondary Education; Financial Aid Applicants; Financial Support; \*Grants; Grantsmanship; Guidelines; Higher Education; \*Librarians; Library Role; Library Services; \*Media Specialists; Professional Associations; Public Agencies; \*Resource Materials; \*School Libraries; School Personnel; Users (Information)

IDENTIFIERS- \*Rhode Island

Helpful hints are provided to keep the library media specialist visible, expand resources, identify constituencies and resources, and keep the library from being taken for granted. Library media specialists must recognize that they are faced with a kaleidoscope of constituencies, beyond students and teachers, in local businesses, parents, school officials, and other libraries. Similarly, they deal with a kaleidoscope of roles in relation to each of the constituencies. Practical tips are given for the communication that keeps the library from being taken for granted. A resource list of governmental agencies; graduate study programs; grant agencies; state, regional, and national professional organizations; and advocacy groups is provided. Ten golden rules for obtaining grants are listed. (SLD)

ED 359 969

IR 054 600



Madeleine L'Engle, Cynthia Voigt, and Walter Wangerin, Jr.--are profiled. The bibliography is divided into the following sections: (1) biblical fiction (Old Testament times, and at the time of Jesus and of the early church), 22 titles; (2) contemporary fiction, 31 titles; (3) fantasy and science fiction, 10 titles; (4) historical fiction, 14 titles; (5) short story collections fiction, 4 titles; and (6) non-fiction, 37 titles. Author and title indexes are provided. (SLD)

ED 359 988

IR 054 679

Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition.

PUB DATE- 93

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrators; Cataloging; Churches; Classification; Guidelines; \*Institutional Libraries; Library Administration; Library Collection Development; Library Personnel; Library Planning; Library Services; \*Library Standards; Religious Cultural Groups; \*Religious Organizations; User Needs (Information)

IDENTIFIERS- \*Church Libraries; Standard Setting; \*Synagogue Libraries

This outline of standards is designed for administrators and committees concerned with libraries for religious congregations. The standards were developed based on the understanding that the church or synagogue library is a special library that serves the institution in which it is housed and which is supplemental to other libraries in the area, providing materials related to the teachings and programs of its faith. Standards are presented as goals to work toward in organizing and developing congregational libraries. The standards begin by establishing the need for a policy statement and providing a sample statement. Other areas discussed include: (1) physical requirements; (2) administration and operation; (3) personnel qualifications and responsibilities; (4) finances; (5) selection of materials; (6) cataloging and classification; (7) public relations; and (8) a check list for long-range planning. An appendix contains sample policy statements, a sample materials selection policy, and sample by-laws for a library committee. (SLD)

ED 359 989

IR 054 702

ERIC Annual Report--1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 93

NOTE- 40p.; For the 1991 report, see ED 344 615.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bibliographic Databases; \*Clearinghouses; \*Documentation; \*Educational Research; \*Information Centers; Information Dissemination; Information Retrieval; Information

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Articulation (Education); College Credits; College Planning; College Role; College School Cooperation; College Transfer Students; Community Colleges; Cooperative Programs; Higher Education; Institutional Cooperation; \*Intercollegiate Cooperation; Program Descriptions; Statewide Planning; \*Transfer Policy; \*Transfer Programs; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Nebraska

Designed to assist the Nebraska Coordinating Commission for Postsecondary Education (NCCPE) in the development of a statewide policy for transfer of credit from two- and four-year postsecondary institutions and a smooth transition from secondary to postsecondary learning, this report describes articulation agreements and cooperative programs in place at the state's colleges and universities. The document begins with a two-page status report on articulation in Nebraska, highlighting the role of the state's community colleges in providing affordable entry-level postsecondary education. The bulk of the report consists of brief descriptions of agreements relating to articulation or cooperative programming in place at Nebraska postsecondary institutions. Institutions are categorized by the six divisions in Nebraska higher education (i.e., community colleges, state colleges, the University of Nebraska system, independent colleges and universities, federally supported institutions, and proprietary institutions), and for each, the nature of the arrangement and the participating institutions are provided. Three appendixes are included, of which the first discusses goals and funding for Tech Prep programs in Nebraska, designed to prepare secondary students for technologically advanced careers by course sequences and experience from the secondary to postsecondary levels; the second describes Tech Prep and other cooperative ventures between community colleges and secondary schools; and the third provides the articulation agreement of the Nebraska Association of Collegiate Registrars and Admissions Officers. (MAB)

ED 360 005

JC 930 353

Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 93

NOTE- 118p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part A and Title III, Part B).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; Community Colleges; \*Consumer Education; \*Educational Finance; Financial Support; Grants; \*Grantmanship; \*Home Economics Education; Home Economics Teachers; Information Networks; Program Descriptions; \*Program Development; Program Implementation; Program Proposals;

Santa Rita, Emilio

Classroom Management for Student Retention.

PUB DATE- 93

NOTE- 150p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavior Problems; Classroom Environment; \*Classroom

Techniques; Community Colleges; \*Discipline; Discipline Policy;

Discipline Problems; Educational Theories; Interpersonal

Relationship; \*School Holding Power; Teacher Effectiveness;

\*Teacher Student Relationship; Teaching Styles; Two Year

Colleges; Two Year College Students

This guidebook recommends methods for teachers to use to improve

teacher-student interaction in the classroom, as a means of

increasing student retention. Chapter I introduces eight major

systems of classroom management which teachers may use as their

values and the classroom situation dictate: "Behavior

Modification," "Reality Therapy," "Discipline Without Tears,"

"Teacher Effectiveness Training," "Transactional Analysis,"

"Social Literacy," "Discipline and Group Management," and

"Mastery Learning." In chapter II, typologies of student

behavior are traced to needs for security (reflected in the

behavior of onlookers, untouchables, seekers, and

perfectionists), caring (performers, leaders, developers, and

becomers), and belonging (loyalists and operators). Contracts

suitable to the 10 types of student behavior are included.

Chapter III provides information about interaction patterns and

"games" that students often play to gain attention and social

position, to relieve boredom, to test the system, to combat

restrictions, and to express frustrations. Chapter IV presents

a "Survival Kit for Teachers," combining a list of behaviors

and options for coping with them. A 28-item bibliography, and

appendixes containing case studies, an attitude survey, and a

status of discipline scale are included. (MAB)

ED 360 022

JC 930 373

Preston, David L.

Using the CCSEQ in Institutional Effectiveness: The Role of Goal

Commitment and Student's Perception of Gains.

PUB DATE- May 93

NOTE- 84p.; Paper presented at the Annual Forum of the

Association for Institutional Research (33rd, Chicago, IL, May

16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Persistence; Community Colleges; General

Education; \*Goal Orientation; Higher Education; Models;

Organizational Effectiveness; School Holding Power; School

Surveys; \*Student Attitudes; \*Student Behavior; \*Student

Educational Objectives; Two Year Colleges; Two Year College

Students

IDENTIFIERS- AIR Forum; \*Community College Student Experiences  
Quest

The traditional definition of student persistence, advanced by

Vincent Tinto in 1975, is that of attendance until degree

completion. This model, however, does not adequately reflect

Steele, Toren Anderson

Utilizing the Parent Center Concept as a Means To Improve the  
Relations between Parent and Child/School and Community.

SPONS. AGENCY- Fund for the Improvement of Postsecondary  
Education (ED), Washington, DC.

PUB DATE- Jan 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Elementary Education; Federal Programs;  
Intervention; Low Income Groups; Parent Attitudes; \*Parent  
Participation; \*Parent School Relationship; \*Parent Teacher  
Cooperation; Program Descriptions; \*School Community  
Relationship; Volunteers

IDENTIFIERS- \*Blalock FIRST

Blalock FIRST (Fund for the Improvement and Reform of Schools and Teaching) is a 3-year, federally funded intervention program designed to increase school attendance, student achievement and self-esteem, and parent and community involvement in school activities among low-income housing project residents. As a way of easing strained parent-school relations, a Parent Center was established in the program's pilot year. Over the school year, 61% of the school's families used the center, which is a spacious area within the adjacent elementary school with living and dining room furnishings. The center serves as a vehicle to facilitate parents' involvement in their children's education as well as communication and trust among parents, project staff, and school personnel. Parents share their concerns and offer suggestions on improving the program. One activity initiated by the parents involved a dance class and a weekly practice session staffed by parent volunteers. The job of acting as assistant dance instructors provided parents with experience in planning, public speaking, coordinating events, keeping records, and otherwise participating in an activity in which they were personally invested. In follow-up interviews, parents expressed their satisfaction, their sense of accomplishment, and constructive ideas on similar undertakings. During the year, parents completed several projects and saw themselves as successful change agents. Several parents have taken on increased responsibility within the school. (AC)

ED 360 039

PS 021 109

The State of America's Children: 1992.

SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.;

DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

PUB DATE- 92

NOTE- 156p.; For 1991 report, see ED 332 797.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Adolescents; \*At Risk Persons; \*Child Health;  
\*Children; \*Child Welfare; Day Care; Educational Improvement;  
Elementary Secondary Education; Family Problems; Federal  
Programs; Homeless People; Housing; Poverty; Preschool  
Education; \*Social Problems; State Programs; Tables (Data)

IDENTIFIERS- \*Vulnerability

This report on the state of children in the United States begins with a call to action that points out the destructive effects of poverty, violence, and drug use on America's children while outlining 10 needed steps that should be followed to help

using Strom's Parent as a Teacher Inventory. Hierarchical regressions were used to determine whether parent and provider differences remained significant predictors of child behavior after controlling for the quality of care. Results indicated that most of the child behaviors could not be predicted from parent and provider continuity. While parent and provider continuity significantly contributed to the prediction of some child behaviors, even in these cases it accounted for only a small percentage of the explained variance. Continuity of adult approval seemed to be more important than continuity in active engagement or continuity in the use of positive discipline techniques. (MM)

ED 360 058

PS 021 532

Kennard, Linda, Ed.; Taylor, Mary, Ed.  
Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.

PUB DATE- 31 Mar 93

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- After School Programs; \*Certification; \*Curriculum Design; \*Early Childhood Education; Grade Repetition; Heterogeneous Grouping; Parent Participation; \*School Readiness; Staff Development; \*Student Evaluation

IDENTIFIERS- Developmentally Appropriate Programs; \*Educational Issues; \*Louisiana

Issue papers that focus on improving and expanding quality early childhood services in Louisiana are presented in this report. Each paper includes a description of current practice, several questions and answers concerning the issue, and a list of recommendations and strategies. Following an executive summary and introduction (which includes a table listing current early childhood services in Louisiana), the papers are divided into two general categories: educational issues and organizational issues. Papers on educational issues address the following topics: assessment; readiness; developmentally appropriate curriculum; retention and extra-year programs; heterogeneous grouping; continuity and coordination between early childhood providers; and working with parents. Organizational issues covered include: approval and licensing of programs; approval and certification of early childhood providers; staff development opportunities and requirements; and before- and after-school child care. Contains a list of 119 resources and references. (MM)

ED 360 059

PS 021 533

Barbour, Nita H.; Seefeldt, Carol  
Developmental Continuity across Preschool and Primary Grades.  
Implications for Teachers.

PUB DATE- 93

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

the education of young adolescents and lists 20 components of exemplary middle schools. Section 3 discusses the major factors to be considered when developing an evaluation plan, and section 4 describes and provides guidelines for evaluation techniques, including surveys and questionnaires, observations, interviews, self-checklists, and shadow studies of representative students' activities. Next, steps for carrying out customized evaluation plans are described in section 5, including: distributing information, organizing a committee, revisiting targeted program components, determining the major purposes of the evaluation, reviewing available evaluation techniques, selecting and training individuals to implement the plan, compiling data, interpreting findings, organizing the information, and determining ways to use results for school improvement. The sixth section presents a case study outlining the goals and techniques of an evaluation conducted at a midwestern middle school, while section 7 describes the use of technology in the case study evaluation. Finally, sections 8 and 9 provide, respectively, tips and samples for writing the evaluation report, and a discussion of effective use of the results. The guide concludes with a "sampler" of evaluation instruments for interdisciplinary teams, the advisory program, classroom instruction, students, faculty, administrators, parents, and support staff. (BCY)

ED 360 078

PS 021 603

Cole, Claire

Nurturing a Teacher Advisory Program.

PUB DATE- 92

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Academic Advising; Administrator Role; Adolescents;

Class Activities; Community Role; Counseling Effectiveness;

\*Counseling Techniques; \*Educational Counseling; \*Faculty

Advisers; Intermediate Grades; Junior High Schools; \*Middle

Schools; Parent Role; Program Design; \*Program Implementation;

School Counselors; Student Needs; Teacher Role; Teacher Student Relationship

In recognition of the importance of effective advisory programs at the middle school level, this monograph provides specific suggestions for organizing and sustaining a teacher advisory program and presents sample activities to assist program implementation. Following introductory remarks, the first section reviews aspects of early adolescent development which make an effective advisory program essential, while the second section suggests key elements of programs at this level, including work with students' physical, moral, social/emotional, and career development. Section 3 examines the roles of advisors, counselors, administrators, community members, and students in the whole advisory endeavor, while section 4 reviews important characteristics of advisors. The fifth section provides specific suggestions for developing advisory skills, including asking open instead of closed questions, restating student comments to elicit more information, and using silence. The next two sections describe and suggest sources for successful activities that build relationships, including dealing with personal concerns of students, assisting with instructional difficulties, helping students with school regulations and procedures, and exploring career options. Administrative considerations are discussed in

King, Martha P.  
Healthy Kids! State Initiatives To Improve Children's Health.  
SPONS. AGENCY- Health Resources and Services Administration  
(DHHS/PHS), Rockville, MD. Office for Maternal and Child Health  
Services.

PUB DATE- Apr 93

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Adolescents; At Risk Persons; \*Child Health;  
Children; Early Childhood Education; Elementary School  
Students; Elementary Secondary Education; Health Care Costs;  
\*Health Insurance; Health Needs; \*Health Programs; \*Health  
Promotion; \*Health Services; Immunization Programs; Low Income  
Groups; Minority Groups; Preschool Children; Public Policy;  
Secondary School Students; \*State Programs

IDENTIFIERS- Medicaid

Millions of American children and youth, especially low-income  
and minority children, lack health insurance and access to  
appropriate health care services. This publication addresses  
several major public policy topics related to improving  
children's health, and is designed to serve as a resource for  
policymakers who want to improve access to quality health care  
services for children. Each of the publication's six sections  
covers a specific topic and highlights existing state programs  
to illustrate a variety of approaches to common issues. The  
first section focuses on the millions of American children  
without health insurance coverage, and the second section looks  
at ways to bring Medicaid services to more eligible children.  
Special health care needs, such as chronic illness or severe  
impairment, are discussed in the third section. The fourth  
section examines the reasons for, and ways to improve, poor  
immunization rates in the United States. Basic adolescent  
health care services and services relating to sexual activity,  
substance abuse, accidents, and violence are covered in the  
fifth section. The last section highlights three health care  
issues: access to care by minorities, early intervention for  
high-risk families, and emergency medical services for  
children. Sixty-seven notes, a glossary of abbreviations, and a  
list of organizations that can supply further information are  
included. An annotated bibliography cites 31 references. (TJQ)

ED 360 097

PS 021 654

An Effective Learning Environment: A Discussion Paper on Strategy  
1 of "Answering the Challenge."

PUB DATE- Jun 91

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Adolescents; \*Educational Environment; Educational  
Needs; Educational Objectives; \*Educational Philosophy;  
\*Educational Planning; Foreign Countries; High Schools; \*High  
School Students; Instructional Effectiveness; Role of  
Education; Sociocultural Patterns; Student Characteristics

IDENTIFIERS- \*Canada

The adolescent child in Canada today lives in a world of rapid

must be reflected in the policies and programs of the State Board of Education and invited the board to work jointly with the council to define a "rural education agenda." (TES)

ED 360 114

RC 018 995

Stratman, Terry; Holopirek, Bonnie

Home School Specialist: "The Missing Link" and "The Student Connection Program."

PUB DATE- Oct 92

NOTE- 45p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; \*Family School Relationship; \*High Risk Students; Parent Participation; Program Descriptions; Rural Education; Rural Schools; School Districts; \*Self Esteem; \*Social Work; \*Social Workers; \*Student Participation

IDENTIFIERS- Canton Galva Unified School District KS

This document provides information about two closely related innovative programs in a small rural school district. The Home-School Specialist program coordinates resources to meet the personal, social, emotional, and academic needs of students, while the Student Connection Program, coordinated by the Home-School Specialist, involves senior high school students serving as role models for at-risk elementary students. The Home-School Specialist is a licensed master-level social worker who, as a student advocate, works with students, parents, faculty, and outside agencies to identify students' special needs and provide direct services to students and parents. Services include home visits; counseling; parent education classes; communication between home, school, and other agencies; study skills group; social assessments; and classroom presentations. In addition, the Home-School Specialist coordinates and implements programs for both parents and students. Included is a detailed job description for the home-school specialist and a performance evaluation form. The Student Connection Program, one of several programs resulting from the creation of the Home-School Specialist position, recruits senior high school students to serve as advisors for the Home-School Specialist, and to work as positive role models for elementary students who have been identified as at-risk. The primary objectives of this program are to increase the self-esteem and academic achievement levels of the students involved. This document includes interview questions for student applicants to the program and other forms used for program implementation and evaluation. (LP)

ED 360 115

RC 019 048

Reuter, Steven F.

Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers.

PUB DATE- Oct 92

NOTE- 20p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Environment; \*Educational Practices;



High School.

PUB DATE- Mar 93

NOTE- 11p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*English Instruction; \*High Risk Students; High Schools; High School Students; \*Integrated Activities; Personal Narratives; \*Reading Instruction; Rural Schools; \*Small Schools; Teaching Experience; Teaching Methods; \*Writing Instruction

As in urban schools, at-risk students in rural schools may be unmotivated, lack purpose for learning, have special learning problems, or come from dysfunctional families. In this paper, an experienced teacher in a small rural Oklahoma high school describes her efforts to demonstrate that at-risk students would improve in all language areas as a result of intensive work in English, using an integrated approach to language arts. Her 20 students (including special education mainstreamed, transient, limited-English-speaking, and unmotivated students) had scored in the lower 50 percent on standardized tests. Instructional methods were based on the idea that, despite special programs, secondary students do not become better readers or writers, because they lack intensive reading practice, the background knowledge and general information that enables comprehension, writing experience and practice, and the vocabulary needed in various subjects. Elements of the approach included study skills; structure and self-discipline; a rigorous vocabulary program (including etymology); handwriting instruction; speed reading; thematic units to improve comprehension; local history; instruction in grammar and the conventions of written language as prompted by need during in-class writing assignments; and the integration of writing, speaking, and listening in every assignment. At the end of the year, students had made significant growth as measured by standardized test scores and evident improvement in self-esteem. (SV)

ED 360 132

RC 019 248

Kessler, Anne, Ed.

Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference Report (18th, Anchorage, Alaska, February 5-7, 1992).

PUB DATE- Feb 92

NOTE- 63p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Alaska Natives; \*American Indian Education; American Indians; \*Bilingual Education; \*Cultural Pluralism; Elementary Secondary Education; Equal Education; \*Multicultural Education; Nonformal Education; Sex Role; \*Story Telling

IDENTIFIERS- Alaska

This proceedings describes a conference organized by the Alaska State Department of Education and the Alaska Association for Bilingual Education. The theme of the conference emphasized the common foundation of story telling across all cultures as a way to impart learning to younger generations. A focus on language learning strategies and gender equity concerns were interwoven throughout the sessions. Over 800 educators, parents, students,

which students investigate soil science and study the social impact of soil by examining the history of land use by local Native Americans. Unit 2 contains 10 activities in which students examine soil erosion and soil conservation. Unit 3 contains six activities that examine six issues in soil conservation. Each activity is accompanied by a corresponding ditto master for student handouts and contains background information, a list of objectives, and a list of needed supplies. A list of 19 additional resources arranged by unit is provided. Four transparencies illustrating a soil ecosystem, a soil profile, a soil map, and a land use planning map for use in Units 1 and 2 are included.

ED 360 151

SE 053 363

Collis, K. F.; Romberg, T. A.  
Collis-Romberg Mathematical Problem Solving Profiles.

PUB DATE- 92

NOTE- 72p.; Part of ACER's Guideposts in Mathematics series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cognitive Measurement; Diagnostic Teaching; \*Diagnostic Tests; Foreign Countries; Intermediate Grades; Mathematical Aptitude; \*Mathematics Instruction; \*Mathematics Tests; \*Problem Solving; Secondary Education; \*Student Evaluation; Teaching Guides; Teaching Methods; Test Construction; \*Test Manuals; Thinking Skills

IDENTIFIERS- \*Collis Romberg Mathematical Prob Solv Prof; SOLO Taxonomy

Problem solving has become a focus of mathematics programs in Australia in recent years, necessitating the assessment of students' problem-solving abilities. This manual provides a problem-solving assessment and teaching resource package containing four elements: (1) profiles assessment items; (2) profiles diagnostic forms for recording individual and group information; (3) guidelines for using profiles for diagnostic assessment; and (4) suggestions for further teaching based on the student's current level of understanding. Two forms of the instrument measure the problem-solving abilities of Juniors (9-13 years) and Seniors (13-17 years) on the topics of algebra, chance and data, measurement, number, and space. Instructions are given for administering both versions of the instrument and for completing and interpreting an individual diagnostic profile. Suggestions for future learning activities are provided according to the student's SOLO level (unistructural, multistructural, relational, or extended abstract) as determined in the profile. A lengthy section is devoted to explaining the underlying theory of the SOLO Taxonomy and describing the development of the instrument. Separate documents provide the Profile A and Profile B forms of the instrument that can be used for pre- and posttest measures. Contains 32 references. (MDH)

ED 360 152

SE 053 425

Lyon, Anne, Ed.  
TVA--A World of Resources.

PUB DATE- 89

NOTE- 747p.

LANGUAGE- English

EDRS Price- MF04/PC30 Plus Postage.

motivation of the lecturers were said to hinder the possibility of an improvement in the quality of instruction. The students (69.3%) and the lecturers (92.3%) hold the view that the reform has not led to an improvement in the attitude of students and has seen a lowering of course grades. In study 2, the Science Laboratory Environment Inventory was used. The students (86%) found their laboratories to be competitive in nature and far from conducive to learning science. Ninety-two percent wished the laboratories to be more structured. (PR)

ED 360 173

SE 053 552

Bleicher, Robert

Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories.

PUB DATE- Apr 93

NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 13-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Science; Higher Education; High Schools; \*High School Students; Physics; \*Science Education; \*Science Laboratories; Science Projects; \*Scientific Research; Secondary School Science; \*Summer Science Programs

This study was an ethnography of high school students working as apprentices in university solid state physics labs, as part of a summer science program. It was designed to explore the learning potential for high school students in such an environment. It examined the social interactions between scientists and students and how these constrain/support learning. Video-taped key laboratory instructional events and student public presentations of what they were learning in their labs were submitted to an interactional sociolinguistic analysis. Findings focused on important discourse links between presentations and lab activities. Students selected a subset of topics from a range of topics covered in lab instruction. Contextualization cues employed by student and scientist to make sense of Lab talk were modeled in the Presentation. Conceptual understanding in Lab was sometimes represented in Presentation appropriately, sometimes vaguely or inconsistently. The speaker's vagueness was usually not apparent to the audience of a Presentation. A learning model for high school students in research labs is proposed based on the findings. The characterization of students learning in university research labs lays a foundation for a match between doing science in such research labs and doing science in school labs. (Author)

ED 360 174

SE 053 553

National Science Education Standards: A Sampler.

PUB DATE- Nov 92

NOTE- 69p.; For the National Science Education Standards: An Enhanced Sampler, see SE 053 554. Prepared by the National Committee on Science Education Standards and Assessment.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

annee, sujet C. Cahier de l'eleve et Unite d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition).

PUB DATE- 90

NOTE- 127p.

LANGUAGE- French

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051).Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Bilingualism; Cultural Background; \*Cultural Pluralism; Foreign Countries; Grade 7; Instructional Materials; Junior High Schools; Learning Activities; \*Multicultural Education; \*North American Culture; Teaching Guides

IDENTIFIERS- \*Canada

This document, consisting of a teacher's guide and a student notebook, presents 14 lessons for secondary school students on the bilingual and multicultural nature of Canada. The teacher's guide includes general introductory instructions, discussions of the cultural heritage of the Canadians and of the individual student, explorations of Canada's bilingualism and multiculturalism, and a summary. The guide also outlines objectives, materials required, lesson steps, and follow-up activities. The student notebook includes a variety of tables, maps, and student learning activities that correspond to the lessons in the teacher guide. Topics included in this unit are cultural groups, countries of origin, stereotypes, and bilingualism. (SG)

ED 360 193

SO 021 823

Broyles, India L.; Krawic, Joanne  
Maine's Approach to Global Education.

PUB DATE- 2 May 90

NOTE- 22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, (Rockland, ME, May 2, 1990). Survey instrument not in copy received by ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Citizenship Education; \*Curriculum Development; \*Educational Objectives; \*Educational Research; Elementary Secondary Education; \*Global Approach; \*State Surveys; Student Educational Objectives

IDENTIFIERS- \*Global Education; \*Maine

This study of Maine schools inquires into efforts that have been made to internationalize the curriculum. Specifically, the researchers were interested in how curricular goals and organization contribute to an understanding of global society. The efforts to internationalize the curriculum upon which the researchers focused included the organizational factors: (1) time allotment; (2) teacher involvement; (3) relationship to other subjects or disciplines; and (4) scope of focus on other countries/themes. Five widely accepted goals of global education also guided the research: (1) to learn about the culture and customs of other countries; (2) to address global problems; (3) to compare the similarities and differences the world's peoples share; (4) to analyze international organizations and national, state, and city governments; and (5) to focus on the interrelatedness of human beings. The frequency and range of foreign languages included in the

review of literature provides an overview of what researchers in education, anthropology, psychology, and art education have found most significant regarding visual thinking. The issue can best be explored from a cross-cultural and cross-disciplinary perspective. The power of art and community to present symbols and metaphor is explored from a philosophical and biological viewpoint. Research suggests that shapings are the key to understanding child art, and that the human brain spontaneously comprehends visual stimuli. Differences between scientific and artistic approaches to qualitative research are enumerated. Photography provides a means of gaining insight into material culture and the relationships reflected by that culture. An exploration of visual thinking in three different cultures through a qualitative research methodology is proposed. Preschoolers and adult artists from Navaho, Pueblo, and Anglo cultures would be observed, interviewed, and photographed for a year. The research project would seek to discover how each creator arrives at individual meaning within the cultural context. (Contains 22 references.) (BK)

ED 360 214

SO 023 091

Blodgett, Jack

REACH Report to the Rockefeller Foundation. Revised.

SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.

PUB DATE- 30 Nov 92

NOTE- 184p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Computer Networks; \*Cultural Awareness; Curriculum Enrichment; Government Publications; \*Professional Development; \*State History; \*State Programs; \*Teacher Improvement; Tutoring; Writing Improvement

IDENTIFIERS- \*South Carolina

This document summarizes the activities of REACH, the Rural Education Alliance for Collaborative Humanities. REACH is an effort to strengthen rural education in South Carolina through writing and the study of local history and culture. Among REACH projects are the REACH School Programs, fostering student created research on the history and lifestyles of the state's communities. The South Carolina Network for Educational Telecomputing links teachers, students, scholars, and others into an interactive learning community. South Carolina's Cultural Memory, another REACH campaign, is a summer teacher development institute series focusing on South Carolina's cultures. REACH's South Carolina Curriculum Congress is a professional development program for teachers, college faculty, state agencies, business, and parents. South Carolina Cross-Age Tutoring enables students to learn by having them teach. Writing and Performing Across Cultures uses improvisation and drama to motivate students and improve writing. Writing for the Public involves students in collecting, analyzing, and rewriting public documents. The report includes sections on "Accomplishments and Primary Areas of Impact," collections of exhibits relating to ongoing projects, and bylaws and other materials concerning the Curriculum Congress. A basic evaluation packet for the project, "Transforming Stories for Many Voices," includes a summary of Project REACH, descriptions of individual projects, a basic assessment model, and implementation strategies. (SG)

ED 360 215

SO 023 093

social studies described in this handbook defines in general terms the subject matter to be emphasized in social studies at each grade. The general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have flexibility to select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. Introductions to the primary, elementary, middle level, and secondary social studies programs as well as the introductions for specific grade levels outline content and skills. Specific goals and objectives further delineate the social studies program at each level. Skill goals include: (1) acquiring information from a variety of sources; (2) using information for problem solving, decision making, and planning; (3) demonstrating skill in self-management and social participation; and (4) participating effectively in civic affairs. Methods and lesson plans for teaching these skills are included for primary, elementary, middle level, secondary, and elective courses. The lessons range from the beginning level of kindergarten children's study of themselves and their families, through the secondary electives of psychology, sociology, law and justice, economics, and government. (DK)

ED 360 233

SO 023 219

Burrett, Kenneth; Rusnak, Timothy  
Integrated Character Education. Fastback 351.

PUB DATE- 93

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Citizenship Education; Educational History;

Elementary Secondary Education; \*Ethical Instruction; \*Moral Development; \*Moral Values; School Community Relationship

IDENTIFIERS- \*Integrated Character Education

The Integrated Character Education model recognizes both the affective and cognitive factors involved in educating the whole child and ultimately the responsible adult. The basic question is how to transmit the values of a common heritage from one generation to the next, while supporting the personal development of youth. The goals of Integrated Character Education are to fulfill personal development goals such as physical and psychological health, positive self-concept, interpersonal skills, and responsibility and caring, and social goals such as upholding the social system, belief systems, and intellectual traditions and preserving the physical environment. The criteria that such a program must meet take the following form: (1) character develops through responsible action, so the curriculum must allow students to confront meaningful questions, and become involved in activities and actions to implement their solutions; (2) character develops through interaction so the curriculum must focus on interactions with the moral and ethical dimensions of the social, cultural, and ecological environments; (3) character integrates the whole personality so school should provide ample activities for the development of a strong sense of identity; and (4) character involves consistent patterns of action so curriculum should help students commit themselves to a set of positive values and to act on them consistently. Two key principles for implementing Integrated Character Education are the recognition of character education as part of every subject and the community and school as partners. Other principles

teachers have improved greatly. Even Anglo teachers adopted some Navajo teaching strategies such as being patient, flexible, gentle, and offering more individual technical and perceptual guidance, to relax and exchange good natured teasing. The Navajo word for teaching is showing. The culture teachers showed more than just technique. They shared ethical values like persistence, self-esteem, sharing, and the aesthetics of beauty. They were more repetitive in teaching and used more personal story telling, an appropriate art history method to adopt. (DK)

ED 360 250

SO 023 333

Ockenden, Sandy  
Consumerism & Development.

PUB DATE- 91

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Collected  
Works - Serials (022), Guides/Methods/Techniques (For  
Practitioners) - Classroom Use - Instructional Materials (For  
Learners) (051)

DESCRIPTORS- \*Consumer Economics; Developed Nations; Developing  
Nations; \*Economic Development; Economic Impact; Foreign  
Countries; \*Global Approach; Instructional Materials;  
International Relations; Learning Activities; Living Standards;  
Social Studies; \*Waste Disposal; \*World Problems

IDENTIFIERS- \*Consumers; \*Consumption

This material asks social studies students in Canada to recognize the implications of the lifestyles of citizens in developed countries, and the power that consumers have to create change for a better world, to be agents of positive development. Development is seen as a four faceted process. This model implies that development is an approach to change rather than a move to a certain standard of living. Positive development involves: (1) awareness of interconnectedness and interdependence in the global community, (2) awareness of cultural, social, and environmental costs of economic growth, (3) equitable distribution of global wealth and decision making, and (4) empowerment of individuals and communities to make socially just choices and to take responsibility for their choices. Economic growth and consumerism are interconnected in that social and economic systems are built on consumerism. The consumption of goods helps drive the economy. Consumerism and economic growth have an enormous impact on the world, yet seldom are questioned by society. By using power as consumers wisely people can take action for positive development both locally and globally. Environmental, economic, and human costs are explored, as are advertising, and waste management. A student activity for role play helps students to investigate the decision making and policy aspects of community waste management. Additional activities and a list of available resources are included. (DK)

ED 360 251

SO 023 344

History as the Core of the Precollege Social Studies Curriculum.  
A Statement of Policy.

PUB DATE- 93

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Assumptions underlying literacy, nationalism, assessment, and the links among them are questioned, and approaches to alternative assessment procedures are considered. Arguments about the formation and reproduction of the nation-state proposed by scholars such as Gellner and Anderson are examined and their relationship to theories about literacy are suggested. Two further sets of literacy relations are then described: the relationship between literacy and pedagogy, and the relationship between literacy and orality. It is proposed that the question "Why assess?" can be answered in terms of the analysis of the broader issues involved in the literacy and nationalism debate. The question "How to assess?" is integrally linked to the association between literacy and pedagogy. Finally, the question "What to assess?" depends upon answers to the questions raised by new conceptualizations of the link between orality and literacy. Contains 48 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 809

FL 800 448

Smith, Jeanne H.; Ringel, Harry  
The Working Experience. Teacher's Manual.

PUB DATE- 91

NOTE- 92p.; For student books 1, 2, and 3, see FL 800 449.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Adult Students; Beginning Reading; Curriculum Guides; \*English (Second Language); Grammar; \*Literacy Education; Oral Language; Reading Instruction; Student Centered Curriculum; Student Experience; \*Teaching Guides; Vocabulary Development; Writing Instruction

A teacher's manual is presented for "The Working Experience," a series of three texts for English-as-a-Second-Language (ESL) students. The series builds on oral skills to develop reading and writing ability while still expanding oral English-language proficiency. Because one of the basic principles underlying the series is the idea that students learn best when the content relates to their daily lives, the words and concepts introduced have immediate importance. The readings and exercises allow students to share learning experiences in a flexible, multilevel format. The series uses as its basic text stories told by other adult ESL students. The three student texts (Books 1, 2, and 3) that comprise "The Working Experience" contain increasingly difficult readings and exercises that focus on conversation skills, grammatical structure, and vocabulary development. Each lesson ends with an activity to encourage open-ended discussion and written expression. The teacher's manual includes an overview of the series, guidelines for using the language experience and for facilitating reading, and suggestions for teaching each lesson and for using the series in multilevel classrooms. Separate guidelines are provided for Books, 1, 2, and 3. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 810

FL 800 449

Smith, Jeanne H.; Ringel, Harry  
The Working Experience Books 1, 2, and 3.

PUB DATE- 91

NOTE- 221p.; For teacher's manual, see FL 800 448.

LANGUAGE- English



EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Evaluation; Decision Making; \*English (Second Language); \*Group Discussion; Models; Needs Assessment; \*Program Development; Research Methodology

IDENTIFIERS- \*Focus Groups Approach

The purpose of the focus group design described in this paper was to identify the needs of students in English-as-a-Second-Language (ESL) programs for use by researchers, program designers, and teachers. The pilot focus group consisted of students from various programs who were preparing to take the Test of English as a Foreign Language. They were asked to conceptualize the ideal ESL course. Despite the cultural diversity within the pilot focus group, many common observations were expressed. The experience led participants to accept the focus group methodology as an excellent forum for providing information to decision-makers before a program begins. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/LB)

ED 359 830

FL 800 642

English-as-a-Second-Language Model Standards for Adult Education Programs.

PUB DATE- 92

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; Adult Education; \*Adult Literacy; Communicative Competence (Languages); Course Content; Curriculum; \*English (Second Language); Language Acquisition; \*Language Proficiency; Language Tests; Literacy Education; Master Plans; Second Language Learning; \*State Standards; Student Evaluation; Testing

IDENTIFIERS- \*California

In response to state legislation and a statewide strategic plan that included a recommendation for quality standards and accountability defined as measurable goals and conditions, model standards for California English-as-a-Second-Language (ESL) adult education programs were established. This document describes general standards, defines language proficiency level, and identifies possible tests for measuring the language proficiency of adults in the California ESL programs. The language proficiency levels are sequenced from ESL beginning literacy through advanced-high. The descriptions included in the ESL model standards reflect current thinking about developmental stages in second-language acquisition and the nature of communicative competence. They distinguish different levels of language proficiency based on content, language functions, and language forms as well as listening, speaking, reading, and writing skills. The contents of this guide are as follows: (1) general standards (program, curricular, instructional, and standards for student evaluation); (2) levels of language proficiency (descriptions of proficiency levels, descriptions of course content, and sample lessons); and (3) ESL testing (general standards, testing materials, selected references). Appended are additional information on levels of language proficiency, general nature of instruction

also had access to a technology-based learning center. Employees attended 1 or 2 cycles of 60-hour English and literacy instruction. Innovative features of the REEP project include the following: joint recruiting efforts by industry and REEP; consortium approach; range of industries served; combination of on-site classes and learning center involvement; and cable television usage. Retention rates ranged from 100 percent in hospitals to 77 percent in nursing homes; pre- and post-test progress reports indicated that both supervisors and students considered the program a success. REEP strengths include strong partnerships, use of effective feedback, and design of a comprehensive curriculum framework. Ongoing challenges perceived by industry include on-going problems with foreign-born employees (e.g., failure to ask for clarification, inadequate understanding of forms/schedules and safety procedures, and lack of preparation for the workplace of the future) and the need for strong industry involvement. Learner and industry responses to the project are summarized. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 850

FL 800 689

Brod, Shirley, Comp.

Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A.

PUB DATE- 87

NOTE- 52p.; This is the first in a series of Work Styles minibooks. Minibook B, "Application Aptitudes," and Minibook C, "Interview Insights," were produced separately. Printed on colored paper. Contains some light type throughout.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Learning; \*Communication Skills; \*English

(Second Language); \*Games; Job Skills; Language Skills;

\*Learning Activities; \*Literacy Education

IDENTIFIERS- Mainstream English Language Training Project;

\*Workplace Literacy

Techniques for effective communication are presented in a work style handbook for use by adults with little or no English language skills. Minibook A is composed of some learning activities in the form of games that provide language drill and encourage group rapport. They accommodate students' diverse learning styles and provide flexibility in multi-level classes. The minibook was field-tested with more than 150 adult non-native speakers, aged 18 to 63, in a series of seminars and workshops for job skills and personal effectiveness training. Contents include: (1) "Getting To Know You, Getting To Know All about You" (interview and social language); (2) Feedback for Fun and Profit (active listening, listen/report/do); (3) Please Show Me: A TPR Task-Shadowing Game; (4) Summary of Mainstream English Language Training (MELT) Competencies; and (5) tear-out masters for photocopying. Each chapter is organized with explanations and directions for the teacher, followed by game pages for use with students. Game pages are identified for beginning, intermediate, and advanced levels. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 851

FL 800 690

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Advisory Committees; Alternative Teacher Certification; \*Career Change; \*Early Retirement; Elementary Secondary Education; Feasibility Studies; \*Government Employees; Higher Education; \*Military Personnel; Outreach Programs; Teacher Education Programs; \*Teacher Recruitment; Teacher Shortage

A study tested the feasibility of recruiting career switchers, early leavers and retirees from government and military service to teaching. The study also documented the need for a National Center for Transition to Teaching (NCTTT). The effort established a National Board of Advisors consisting of 17 high-level military, government, and university educators. Exploratory outreach consisted of advertising, direct mail, a recruitment meeting, and collateral activities. Project findings indicated that certain conventional recruitment methods can attract interest. Advertising in a Washington-area chain of military weeklies generated 143 inquiries and a poster campaign to 450 government and military offices resulted in 3 inquiries a week. In addition educators who had developed similar programs offered encouragement and specific cautions. Finally, high-level military and government officials endorsed efforts to enable the transition of their personnel into teaching careers. In addition the study revealed that there are programs for these recruits but that they tend to operate in isolation from each other. The study findings also suggested that institutionalization of a NCTTT should be decoupled from recruitment and that such a Center should focus more on research, placement, information clearinghouse activities, and general service provision. An appendix lists members of the National Advisory Board. (JB)

ED 359 869

HE 026 565

A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.

PUB DATE- Jan 92

NOTE- 110p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140), Numerical/Quantitative Data  
(110)

DESCRIPTORS- \*College Faculty; Community Colleges; Comparative Analysis; Departments; Enrollment Trends; Higher Education; Long Range Planning; \*Minority Group Teachers; Postsecondary Education; Public Colleges; Statistical Data; \*Teacher Recruitment; \*Teacher Shortage; \*Teacher Supply and Demand; \*Trend Analysis

IDENTIFIERS- \*Texas

This report predicts that, during the next two decades, Texas colleges and universities will have increasing enrollments with larger increases in minority students. Quantitative and anecdotal evidence indicates faculty hiring will become more difficult in this and the next decade if current trends continue, particularly in minority faculty where there already exists a shortage of African American and Hispanic college faculty. This report examines the faculty shortage needs of Texas in the public senior universities and junior colleges and makes a determination of how the state will be affected by the projected nationwide shortages. The report provides recommended approaches to alleviating the expected problems which focus on:

Agree On What's Happened to U.S. Living Standards? Income and Wealth Trends Among the Middle Class" (Richard C. Michel); "Income Distribution of New Jersey Families with Children in College, 1977-1986: Data from State Income Tax Returns" (Lutz K. Berkner); "The NASFAA Rapid Survey Network" (Karl Knapp); "Outreach Programs in Texas" (Jane Caldwell); "Guaranteed Student Loan Indebtedness: Its Influence on Undergraduate Student Decision-Making At Virginia Commonwealth University" (Alice E. Presson); "Development of the Pell Grant Pre-Established Criteria" (Pedro J. Saavedra); "Corporate Support for Scholarships: A Tale of Two Cities" (Joseph M. Cronin); "Report on Early Awareness" (Ernest T. Freeman); "The Effectiveness of Early Awareness Program Information" (Jerry S. Davis); "National Service and Student Aid" (Patricia Smith); "Further Exploration of the Distribution of Higher Education Subsidies" (John B. Lee, Marilyn Sango-Jordan); "Student Financial Aid as a Method of Cost Sharing at Private Colleges" (Donald L. Basch); "A Policy Analysis Study of Tuition Pricing At the State University of New York": (Arlene Olinsky); "Financing the Cost of Attendance: How Much Do Students Pay?" (Patricia S. Grimes, Gregory E. McAvoy); "Characteristics of Stafford Loan Program Defaulters: A National Study" (Gary F. Beanblossom, Blanca Rosa Rodriguez); "Student Borrowers and Education Debt Burdens" (Laura L. Greene); "Some New Evidence on the Determinants of Student Loan Default" (Saul Schwartz, Sandra Baum); "Independent Students: Analysis of the Changes in Definition" (John B. Lee, M. Nadir Atash); "Financial Aid as a Factor in Hispanic Students' College Attendance: What Can Be Said From the National Postsecondary Student Aid Study?" (Gwendolyn L. Lewis); "Results from the New York State Augmentation of the 1986-87 National Postsecondary Student Aid Study" (Thomas J. McCord, Glenwood L. Rowse, Nancy Willie-Schiff). Includes a roster of conference participants. (JB)

ED 359 888

HE 026 585

Morgan, Frank

Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS.

PUB DATE- Aug 93

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; \*Degrees (Academic); Doctoral Degrees; \*Educational Trends; \*Higher Education; Majors (Students); Masters Degrees; Minority Groups; \*National Surveys; Professional Education; Sex Differences; Tables (Data); \*Trend Analysis

IDENTIFIERS- Higher Education General Information Survey; Integrated Postsecondary Education Data System

Using two large national survey databases, a study was done of trends in degrees conferred by colleges and universities. The data were gathered from: (1) the Integrated Postsecondary Education Data System (IPEDS) 1986-87 through 1990-91 "Completions" surveys, and the 1990 and 1991 "Consolidated" surveys; and (2) the Higher Education General Information Survey (HEGIS) 1984-85 survey of "Degrees and Other Formal Awards Conferred in Institutions of Higher Education." These surveys collected information on degrees conferred by level of award (associate's, bachelor's, master's, doctor's, first-professional; race, ethnicity, and sex of recipients; and major field of study. The results are displayed in eight tables.

Methodology; Student Attitudes; Student Motivation  
IDENTIFIERS- \*Kuring gai College of Advanced Educ (Australia)

This study uses an adaptation of the Illuminative Evaluation method in examining experiential learning through a case study of its application in practical legal training. The study's prime focus is on the experiential learning method known as the "current matter" process as conducted by the College of Law, Sydney (Australia). This teaching method is described, then examined as a method of simulating actual occurrences within legal practice. The study's report also identifies problems associated with a holistic approach to research and provides insight into the nature of postgraduate law students in New South Wales and their adaptation to experiential learning in relation to legal matters. Finally, the study offers an effective working definition of experiential learning. Besides an evaluation of the appropriateness of experiential learning within this academic course, evaluation results are also presented in terms of student motivation; their attitudes to employment, competence, and learning; and improvements in student learning. Appendices include selected materials involved in the implementation of the research project including the student entry profile questionnaire, examples of students' tests and individual student results, and a sample of the research questionnaire. Contains 81 references. (GLR)

ED 359 908

HE 026 607

Barbett, Samuel F.; And Others  
State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.

PUB DATE- Apr 93

NOTE- 1,555p.; For the fourth edition, see ED 345 652.

LANGUAGE- English

EDRS Price- MF13/PC63 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Faculty; Comparative Analysis; \*Degrees (Academic); Educational Facilities; \*Educational Finance; \*Enrollment; Financial Support; Higher Education; Income; National Surveys; Postsecondary Education; \*Private Colleges; \*Public Colleges; Statistical Data; Statistical Surveys; \*Student Financial Aid

This report represents an updated edition (fiscal years 1989-90 data are combined) of the State Higher Education Profiles (SHEP) report providing statistics and indicators on enrollment, revenues and costs, financial aid, degrees and other formal awards conferred, and faculty compensation for accredited institutions throughout the United States and Puerto Rico. It also indexes each state's statistics to the national average for that statistic and ranks states on selected statistics for the 1990 year. Twelve basic data tables for fiscal year 1989 and 13 tables for fiscal year 1990 are included for each state, the District of Columbia, and the nation. Data are presented in three chapters. Chapter 1 provides national data for 1988-89 and 1989-90 fall enrollment numbers, educational and general revenues and expenditures, degrees conferred, and faculty salaries. Chapters 2 and 3 examine the same data at the state level, with chapter 2 presenting state rankings and chapter 3 providing the state profiles. Appendices supply a glossary of terms, a listing of SHEP institutions by state; the response rates for each of the surveys by control, level of institution, and by state; and a profile section on Puerto Rico. (GLR)

generalized because of the small sample in the distance class.  
(SLD)

ED 359 927

IR 016 142

Cox, Robyn; And Others

Issues in the Collaborative Evaluation of the Effectiveness of an  
Interactive Video Teaching Trial.

PUB DATE- 92

NOTE- 9p.; For a related document, see IR 016 146. This paper  
reports on several issues that emerged from a recent  
collaborative evaluation of an interactive video teaching trial  
conducted in Rockhampton by the Open Access Centre of the  
Queensland Department of Education in conjunction with the  
Capricornia Region of the Department of Education.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrators; \*Distance Education; \*Educational  
Cooperation; Educational Technology; Elementary Education;  
Evaluation Methods; Evaluation Problems; Foreign Countries;  
French; \*Interactive Video; Interviews; Japanese; Political  
Influences; Program Evaluation; Rural Schools; \*Second Language  
Instruction; \*Teaching Methods; Technological Advancement

IDENTIFIERS- \*Australia (Queensland); Stakeholders

Issues emerging from a collaborative evaluation of an interactive  
video teaching trial conducted in Rockhampton (Queensland,  
Australia) are reported. The trial aimed at providing an  
assessment of the feasibility and potential of interactive  
video technology for teaching and learning in a diverse area of  
Australia with a number of small, widely separated schools.  
Data were gathered through semi-structured interviews from  
teachers and students at the five participating schools,  
teachers of Japanese and French who took the lessons,  
administrators, and representatives of education agencies.  
Positive outcomes of the evaluation, which found potential for  
the technology in all areas, include: (1) the opportunity for  
engagement in research; (2) greater variation in approaches to  
evaluation; and (3) the potential application of the technology  
for the evaluators' teaching practices. Issues of concern are  
the political context of the evaluation, the practical  
inconveniences caused by the large number of evaluators, and  
conflicting perceptions of various stakeholders. It appears  
that positive outcomes have outweighed the negative issues at 6  
months after the evaluation. (Contains 9 references.) (SLD)

ED 359 928

IR 016 143

Donnan, Peter, Ed.

Occasional Papers in Open and Distance Learning, Number 13.

PUB DATE- Apr 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- \*Distance Education; Educational Research; Foreign  
Countries; Higher Education; \*Instructional Design;  
\*Instructional Materials; Learning; Nontraditional Education;  
\*Open Education; Social Work; \*Staff Development;  
Telecommunications

IDENTIFIERS- Australia; Learner Centered Instruction;  
\*Modularization

Each of the four papers in this collection is concerned with open  
learning in one form or another. "Open Learning: Some Current

aids; (2) advantages and problems of computerization, including enhanced archival control, integration of paper and nonpaper materials, new opportunities for information management, identification of appropriate hardware and software, staff training needs, and funding needs; and (3) current research and development in the areas of standards for archival description, control of terminology and concepts, data exchange formats, networks, and new technology. Several concrete examples illustrate the discussion. A list of countries participating in the study is included. (Contains 95 references.) (KRN)

ED 359 948

IR 054 443

Feinberg, Richard; And Others  
Introduction to the Stony Brook Library: A Workbook for LBR 150.  
Third Edition.

PUB DATE- 92

NOTE- 99p.; For the second edition, see ED 317 212.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*College Libraries; Current Events; Government Publications; Higher Education; \*Library Instruction; Library Services; \*Library Skills; Newspapers; \*Online Catalogs; Online Searching; \*Reference Materials; Reference Services; \*Research Skills; Search Strategies; Statistics; Workbooks

IDENTIFIERS- Library of Congress Subject Headings; State University of New York Stony Brook

This workbook introduces students at the State University of New York at Stony Brook to the main campus library system and teaches basic research skills. The workbook is divided into 10 sections: (1) introduction to the Stony Brook Library; (2) how to find books by title or author using the Stony Brook Automated Retrieval System (STARS); (3) how to search STARS by subject to find material on specific topics, including how to consult the Library of Congress List of Subject Headings; (4) how to use general and specialized encyclopedias; (5) how to locate and use subject bibliographies; (6) using periodical indexes, book and article abstracts, and computerized information retrieval; (7) the scope of the library's newspaper collection and how to find topics in these newspapers; (8) use of news digests, almanacs and other publications to research current affairs and to locate biographical information about contemporary figures; (9) the library's government documents collection and how to use aids to locate specific documents; and (10) types of statistical questions that can be answered in a library and tools for statistical research. Each chapter contains review questions, an answer key, and sample questions from the course practicum examination. (KRN)

ED 359 949

IR 054 444

Faerber, Gerda  
Irish Literature in Austria.

PUB DATE- 92

NOTE- 17p.; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Literature; \*Authors; \*Childrens

Dearie, Tammie Nickelson, Comp.; Steel, Virginia, Comp.  
Interlibrary Loan Trends: Staffing and Organization. SPEC Kit  
#187.

PUB DATE- Sep 92

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports -  
Research/Technical (143), Test, Questionnaires, Evaluation  
Instruments (160)

DESCRIPTORS- \*Academic Libraries; Higher Education; \*Interlibrary  
Loans; Library Administration; Library Automation; \*Library  
Cooperation; \*Library Personnel; Library Surveys; \*Research  
Libraries; \*Shared Library Resources; Student Employment;  
Training; Trend Analysis

IDENTIFIERS- Association of Research Libraries

Topics related to research library interlibrary loan staffing and organizational structures were explored through a survey conducted by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries. Data gathered from 82 libraries show a very small increase in the number of full-time equivalents in loan units between 1987 and 1992, with a static number of professionals and a slight increase in paraprofessionals and student employees. Lending operations are shown to be more labor-intensive than are borrowing activities. The use of students and paraprofessionals is high because of the many routine processing duties. Interlibrary loan operations generally tend to be part of the reference department or the circulation/access services department. The variety and complexity of new automated systems mean that training is a continuing requirement in loan operations. If interlibrary lending continues its rapid growth, the research library's ability to meet its clientele's needs will continue to be challenged. In addition to the survey results, information and sample documents for organization charts, and professional, support staff, and student job descriptions are included. A list of five selected readings is also provided. Flyer 187 is included, which summarizes the kit. (SLD)

ED 359 970

IR 054 601

Brewer, Julie, Comp.

Internship, Residency, and Fellowship Programs in ARL Libraries.  
SPEC Kit 188.

PUB DATE- Oct 92

NOTE- 129p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Career Development;  
\*Fellowships; Field Experience Programs; Graduate Students;  
Higher Education; \*Internship Programs; \*Library Education;  
Library Surveys; Minority Groups; Professional Associations;  
Questionnaires; \*Research Libraries; \*Work Experience Programs  
IDENTIFIERS- \*Association of Research Libraries

Over the years academic libraries have developed various field experience models to supplement traditional library education and provide career development and advancement. To assess the availability of internship, residency, and fellowship programs among its members, the Association of Research Libraries (ARL) conducted a survey of its membership in 1992. The importance of practical learning in a library situation is reflected in the number of well-established graduate internship programs.



Services; International Cooperation; Microfilm; Program Descriptions

IDENTIFIERS- \*ERIC

This is the fifth in a series of annual reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Research and Improvement in the U.S. Department of Education. The eight main sections cover: (1) highlights of the year in the areas of database building, electronic communication, and outreach and user services; (2) an overview of the ERIC system, including the clearinghouses, support components, funding, staffing, and the ERIC database; (3) electronic communication, including network access to the ERIC database, AskERIC (an Internet-based service for K-12 educators), ERIC resources on other online services, and other uses of networks by the ERIC system; (4) database building, including increasing quality acquisitions, expanded coverage, and full-text products; (5) user services, including training sessions to promote ERIC and responding to user needs; (6) publications and outreach; (7) collaborations and professional liaisons with other federally funded programs and ERIC Partners, as well as international activities; and (8) management and operations. Future directions are summarized. Exhibits present an OERI/ERIC organizational chart; staffing and funding for 1992; total number of records for the ERIC database; document acceptance versus rejection, 1988-1992; methods used to contact ERIC components, 1988-1992; analysis of ERIC users, 1988-1992; searches completed by ERIC clearinghouses, 1988-1992; and popular ERIC publications. (MES)

ED 359 990

IR 054 751

Klein, Gary M.

Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty.

PUB DATE- 14 Jan 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055).Reference Materials - Bibliographies (131)

DESCRIPTORS- Academic Freedom; Academic Libraries; \*Controversial Issues (Course Content); Freedom of Speech; Higher Education; \*Homosexuality; \*Information Sources; \*Library Collections; Library Instruction; \*Library Role; Political Issues; Student Research; Subject Index Terms

IDENTIFIERS- Homosexual Literature

In response to the increasing emphasis on issues of diversity, this document addresses the need for bibliographic instruction in classes dealing with issues of gender and sexuality. The document consists of various bibliographies, guides to research, information headlines and services, library special collections and research institutes, electronic discussion groups, and other sources of information concerning the general topic of homosexuality. The document is broken into the following sections: (1) Introduction; (2) Researching Sensitive Topics in the Library; (3) Intellectual Freedom and Academic Freedom in the Library; (4) Defusing Controversies Regarding Homosexuality on Campus; (5) Top-Down Acceptance of Homosexuality on Campus; (6) Research Guides and Bibliographies on Homosexuality; (7) Professional Literature Regarding Homosexuality and Libraries; (8) National Information and

Proposal Writing; School Business Relationship; Shared Resources and Services; Two Year Colleges; Vocational Education IDENTIFIERS- California; \*Center for Consumer Home Economics Education CA

In an effort to improve community college home economics programs, the Chancellor's Office of the California Community Colleges established the Center for Consumer Home Economics Education (CCHEE) to provide support services for colleges receiving home economics MiniGrants, to establish linkages between colleges and the Chancellor's Office, and to offer assistance in bidding for MiniGrants and other funds. This report describes the goals and activities of the CCHEE project, and provides sample documents used in the project. Following introductory remarks and a project chronology, the report discusses the main objectives of the CCHEE project and provides a comparative list of anticipated and actual project outcomes. Next, the major activities undertaken during the project are discussed, focusing on pre-funding actions and post-funding actions related to project management, staffing and equipment of the Center office, processing and reporting MiniGrants, working with the InfoNet electronic network, and the development of program directories and a handbook. Finally, descriptions are provided of project dissemination and evaluation efforts. Appendixes making up half the document provide lists of project advisory committee personnel, MiniGrant application forms with instructions, a list of colleges funded from 1990 to 1994 and amounts funded in 1991-92, CCHEE facilitator guidelines for providing workshops and subject area discussion sessions, sample documentation from a workshop on InfoNet, a sample evaluation of a grant writing session, and a report on a workshop for project directors. (MAB)

ED 360 006

JC 930 354

Friedlander, Jack

California State Universities' Business Education Policies: Their Cost to Community College Students and the State.

PUB DATE- 22 Jun 93

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Accreditation (Institutions); \*Articulation (Education); \*Business Education; College Transfer Students; Community Colleges; Comparative Analysis; \*Course Content; Higher Education; \*Intercollegiate Cooperation; Program Development; \*State Universities; \*Transfer Policy; Two Year Colleges; Two Year College Students

IDENTIFIERS- California Community Colleges; \*California State University

In April 1992, the American Assembly of Collegiate Schools of Business (AACSB) and the American Association of Community Colleges approved the "Joint Statement on Transfer" (JST), urging two- and four-year institutions to facilitate the transfer of students among institutions. In addition, the AACSB modified accreditation standards to allow as much as 50% of business credit hours to be earned at the lower-division level. In spite of these changes, there has been little effort by the California State University (CSU) system to work with community colleges in implementing the JST recommendations. A number of introductory business courses offered in two-year institutions cannot be used to meet major field requirements, because these same courses are offered in the CSU only as upper-division courses. In addition, CSU campuses are inconsistent in terms of

community college student attendance patterns. To develop a conceptual model of community college student persistence, a study was conducted of the attendance patterns of 510 students attending a southeastern Texas community college during spring semester 1992, using student goal-attainment as the indicator of successful termination. Specifically, the study examined the relationship between goal commitment for five groups of students (i.e., those preparing to transfer, preparing for a new career, retaining current or upgrading skills, attending for personal reasons, and upgrading basic English skills) and the student's perception of gains on the following general educational goals: career preparation; arts; communications skills; mathematics, science, and technology; personal and social development; and perspectives of the world. Perceptions of gains in these six dimensions were measured by the "Estimate of Gains" section of the Community College Student Experiences Questionnaire (CCSEQ). Results indicated that the more strategic a student's goal-commitment (i.e., the longer the student expected to attend college), the more likely that he or she would perceive gains in the six areas. In addition, members of the transfer group were the most satisfied with their college experiences and showed a greater tendency to persist until goal attainment. A literature review, detailed data analyses and tables, implications and recommendations, and an 86-item bibliography are included. (PAA)

ED 360 023

JC 930 374

Head, Ronald B.

The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6.

PUB DATE- Jul 93

NOTE- 29p.; For the 1990-91 report, see ED 345 811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*College Transfer Students; \*Community Colleges; Enrollment Trends; Followup Studies; \*Grade Point Average; Higher Education; Tables (Data); Two Year Colleges; \*Two Year College Students; Universities

IDENTIFIERS- \*Piedmont Virginia Community College; \*Virginia  
Following a legislative mandate that requires public four-year colleges and universities in Virginia to report to community colleges the academic progress of their transfer students, eight senior institutions submitted progress data for 1991-92 to Piedmont Virginia Community College (PVCC). An analysis of those data revealed the following: (1) 306 former PVCC students were enrolled in Virginia public four-year institutions, including 135 (44.1%) PVCC graduates; (2) 55.8% (n=121) of the transfer students continued studying their PVCC major after transfer; (3) the PVCC instructional program with the largest number of transfers was Business Administration, making up 24.2% (n=74) of all transfer students; (4) Liberal Arts (23.9%) and General Studies (12.1%) accounted for the next largest percentages of transfers; (5) 1991-92 PVCC transfers attempted an average of 36 credits at the four-year institutions, completed an average of 34 credits, and earned an average of 81 total credits at all schools attended; (6) the average grade point average (GPA) for the 1991-92 transfers at the four-year schools was 2.813, while the average pre-transfer PVCC GPA was 3.267; and (7) students who transferred before graduating PVCC performed academically about as well as PVCC graduates,

alleviate these problems. The greater part of the report focuses on: (1) health; (2) child care; (3) family income; (4) housing and homelessness; (5) education; (6) youth development; and (7) vulnerable children and families. The concluding sections present 1-page fact sheets on the state of children in each of the 50 states, as well as a compilation of national and urban trends and a subject index. (MDM)

ED 360 040

PS 021 133

Kilbey, M. Marlyne, Ed.; Asghar, Khursheed, Ed.

Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.

PUB DATE- 91

NOTE- 384p.; Based on papers and discussion from a technical review (1st, Richmond, VA, June 8-9, 1990).

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Child Development; Child Health; Cocaine; \*Congenital Impairments; Developmental Disabilities; Drinking; Drug Abuse; Followup Studies; Marijuana; \*Neonates; Neurological Impairments; Physical Development; \*Pregnancy; \*Prenatal Influences; \*Research Methodology; Smoking; \*Substance Abuse; Young Children

IDENTIFIERS- Fetal Alcohol Syndrome; \*Fetal Drug Exposure

This monograph presents the proceedings of the first National Institute on Drug Abuse technical review related to the conduct of controlled studies on prenatal exposure to drugs of abuse. Papers in the monograph are categorized by session. The first session (two papers) focused on the detection and quantification of prenatal drug exposure in infants, including studies of the effects of smoking and of pharmacokinetic correlates of fetal drug exposure. The second session (three papers) explored assessments of pregnancy outcomes, including discussions of the implications of previous research methodologies on future research; definitional problems in cocaine research; and the use of birth defect monitoring programs for assessing the effects of maternal substance abuse. Assessment of the status of the newborn, including studies on neurobehavioral organization, cardiorespiratory functioning, and brain development, was considered in the four papers presented in the third session. The fourth session (three papers) offered a framework for measuring drug-induced physical and behavioral delays and abnormalities, including both clinical and psychophysiological perspectives. The next two sessions (with two and three papers respectively) focused on specific types of behavioral delays and abnormalities, covering cardiac and respiratory control, endocrine function, monoamine systems, behavioral development, nonhuman primate models, learning and cognition, and social and emotional development. The final session focused on tracking drug effects over the lifespan, and includes three papers on research challenges for following exposed infants into childhood, patterns of growth and development in narcotic-exposed children, and the integrity of psychopathology diagnoses across the lifespan. Each session concluded with a discussion paper highlighting study findings, methodological issues, and research problems and needs. (AC)

ED 360 041

PS 021 405

Dougherty, Thomas M.; Haith, Marshall M.

Relations among Manual RT, Visual RT and IQ.

PUB DATE- Mar 93

DESCRIPTORS- \*Cognitive Style; \*Curriculum Development;  
\*Developmental Continuity; Developmental Programs;  
\*Developmental Stages; Early Childhood Education; Elementary  
School Students; Elementary School Teachers; Grouping  
(Instructional Purposes); \*Instructional Development;  
Instructional Improvement; Parent School Relationship;  
Preschool Children; Preschool Teachers; School Community  
Relationship; Student Evaluation

IDENTIFIERS- \*Developmentally Appropriate Programs; \*Flexible  
Learning

Developmental continuity refers to designing early childhood instruction that provides learning experiences based on children's prior knowledge, follows a natural progression across preschool and the early grades, and allows progress at each child's rate and style of learning. There are many ways of providing developmental continuity, but common to all is the idea that teachers, parents, and administrators work together to provide a continuum of developmentally appropriate educational experiences for children. This book is a resource for teachers who wish to put developmental continuity into practice in their classrooms. The book is organized in six chapters. Chapter 1 discusses the meaning and history of developmental continuity and associated problems and concerns. Chapter 2 serves as a planning guide and highlights some projects already in place. Necessary changes in school and classroom organization, the importance of coordination of schools with preschools, and communication with parents and the community are examined in chapter 3. Chapter 4 covers the creation of meaningful curriculum for developmental continuity, and chapter 5 offers suggestions for structuring the physical, social, emotional, and intellectual environment in which the curriculum will be implemented. Finally, chapter 6 examines evaluation issues and discusses methods for documenting children's progress and achievement. Contains 80 references. (TJQ)

ED 360 060

PS 021 535

Lambert, Beverley, Ed.

Changing Faces: The Early Childhood Profession in Australia.

PUB DATE- 92

NOTE- 193p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Adolescents; Children; \*Curriculum Development;

\*Early Childhood Education; \*Educational Methods; \*Educational  
Theories; Foreign Countries; \*Teacher Education; \*Teacher Role

IDENTIFIERS- \*Australia

This collection of 14 essays addresses the changes and challenges that the early childhood education profession in Australia has faced in recent years, and covers a wide range of important issues of particular relevance to the preparation of early childhood professionals. The essays are: (1) "The Changing Ecology of Australian Childhood" (Don Edgar); (2) "Chasing Ideologies in Early Childhood: The Past Is Still before Us" (Andrea Petrie)--an analysis of the dominant ideologies in the field of early childhood education; (3) "Practice and Professionalism: A Positive Ethos for Early Childhood" (Jocelyne Scutt); (4) "Accreditation: A Right for All Australia's Young Children or a Waste of Time and Money" (June Wangmann); (5) "Ideological Manoeuvring in Early Childhood Education" (David Battersby and Barbara Sparrow); (6) "Challenging Changes in Child Care Training" (Judith Bissland);

the eighth section, while section 9 suggests ways for parents and the community to become involved in the advisory process. The final sections describe common problems to implementing advisory programs, suggest solutions, and provide tips on keeping the program up-to-date and viable. Includes institutional and print resources for further information. Contains 9 references. (BCY)

ED 360 079

PS 021 605

Shiminski, James A.

"Unusually Successful": Pittsfield Chapter 1.

PUB DATE- 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Academic Failure;

\*Compensatory Education; \*Early Intervention; \*Educationally Disadvantaged; \*High Risk Students; Parent Participation; Parents as Teachers; Preschool Education; Program Descriptions; Program Effectiveness; Recognition (Achievement); School Readiness; \*Special Needs Students; \*Validated Programs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Home Based Programs; Massachusetts; Pittsfield School District MA

The United States Education Department recognizes projects that effectively meet the special needs of educationally deprived students. In 1992, the Pittsfield, Massachusetts, Chapter 1 preschool program earned national validation as an "unusually successful" compensatory education program. The program has served as a statewide model, and has helped hundreds of at-risk children enter school on an equal educational basis with other children for over 20 years. The program has two components. The Parent-Child Home Program (PCHP) for 2- and 3-year-old children is a home-based program that fosters verbal interaction between preschoolers and their parents, thereby supporting children's cognitive growth. Paraprofessionals teach parents to effectively use developmentally appropriate materials and activities with their toddlers. The school-based Four-Year-Old's Program serves as a transition between the PCHP and kindergarten, and consolidates and extends the educational gains the child has made in the PCHP. Activities reinforce or introduce basic readiness skills, and foster social growth and physical development. Other vital elements of Pittsfield's program are: (1) coordination with the regular school program; (2) the provision of feedback through the monitoring of student progress; (3) strong leadership; (4) professional development and training; (5) parent and community involvement; (6) positive school and classroom climates; (7) recognition given to children for positive behavior or performance; and (8) the use of evaluation results for program improvement. (TJQ)

ED 360 080

PS 021 606

Shaughnessy, Michael F.

The Supportive Educational Environment for Creativity.

PUB DATE- 91

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

social, cultural, economic, and technological change, further complicated by the normal emotional, physical, and intellectual changes of 14- to 18-year-old children. The philosophical bases of high school education, therefore, should be reexamined to provide an environment conducive to positive learning. Schools should place a high priority on the community so that students view school as relevant to the world around them. Specific goals for high schools should include: (1) developing critical as well as cultural literacy; (2) integrating theory and practice in instruction to provide more concrete experiences for students; (3) developing effective language skills, such as speaking, listening, reading, and writing; (4) helping students learn to use technology to learn; (5) helping students develop their abilities and productive thinking strategies; (6) teaching students to work cooperatively and understand the consequences of their actions; and (7) helping students cope with change. To fulfill these goals, schools need to create effective learning environments by making classrooms more student centered and more conducive to risk taking, by meeting students' intellectual needs, and by maximizing the aesthetic potential of students. Schools should also create in students a sense of the community and prepare them for life and work by providing practical and relevant instruction. Local educational authorities should develop a plan which includes information dissemination and assessment processes and a procedure for involving all high school staff in school planning. Contains 50 references. (AC)

ED 360 098

PS 021 661

Delattre, Edwin J.; Delattre, Alice B.  
Helping Your Child Learn Responsible Behavior (with Activities for Children).

PUB DATE- Jun 93

NOTE- 52p.; Edited by Theodore Rebarber

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Children; \*Child Responsibility; \*Child Role; Early Childhood Education; Elementary Education; Parent Influence; Parent Materials; Parent Role; Parent School Relationship; \*Responsibility

This generously illustrated booklet offers practical suggestions for helping young children appreciate the importance of acting responsibly in their everyday lives, and provides ideas and activities for parents to help encourage responsible behavior in their children. After defining responsible behavior and suggesting how parents can encourage it, the booklet describes activities or situations that parents can do or use to encourage their children to: (1) learn about other people; (2) acquire good manners; (3) be generous; (4) be honest; (5) display courage; (6) deal with bullies; (7) help with household chores; (8) learn the rewards of a job well done; (9) learn about heroic people; (10) face up to mistakes; (11) choose friends wisely; and (12) learn responsible behavior from stories that are read to them, or that they read on their own. The booklet also stresses the importance of parent-teacher and parent-parent cooperation, and provides a bibliography of 290 books, magazines, and other reading material appropriate for young children of various age groups. Designs and drawings appear on every page of the text. (MDM)

Effective Schools Research; Elementary Education; \*Elementary Schools; Elementary School Teachers; Rural Schools; \*Rural Urban Differences; \*School Effectiveness; School Surveys; \*Teacher Attitudes

IDENTIFIERS- Minnesota; \*School Culture

An inventory consisting of 25 Likert-type statements assessed the perceptions of 62 urban and 66 rural Minnesota elementary teachers concerning educational practices that enhance or prohibit success in their schools. Urban teachers were more positive than rural teachers about factors contributing to success in their respective schools, differing significantly on 13 of 25 statements. Successful school practices identified by urban teachers included: (1) time and money for staff development; (2) grade level meetings; (3) support for professional development; (4) use of alternative delivery systems in the classroom; (5) site based management; and (6) an array of parent communication techniques. Rural teachers often commented that they valued being left alone to run their classrooms as they chose. Practices identified by urban teachers as lessening school success appeared to focus on curriculum and time. Most negative school practices identified by rural teachers centered on budgets and consolidation. Other negative rural school practices were related to lack of appropriate communication with parents. Further analysis of written comments indicates that unsuccessful practices identified by urban teachers could be changed with time management improvements, while rural teachers portrayed a feeling of hopelessness. Contains several tables of survey results and 23 references. (KS)

ED 360 116

CS 019 207

Sosa, Alicia

Thorough and Fair: Creating Routes to Success for Mexican-American Students.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Bilingual Education; Child Advocacy; Cultural Differences; \*Educational Strategies; Elementary Secondary Education; English (Second Language); \*Equal Education; \*Limited English Speaking; \*Mexican American Education; Mexican Americans; Native Language Instruction; Role of Education

IDENTIFIERS- \*Hispanic American Students; \*Language Minorities

This monograph describes implications for public schools of rapidly growing populations of Mexican-Americans and other language minorities and recommends ways to eliminate institutional barriers to equity and excellence in education. It presents current information about such issues as dropout rates, reading levels, and participation in advanced mathematics and science courses. It includes a synthesis of research about current trends, including the growth of this population, changes in immigration patterns, and changes in the segregation of this population. Chapter 1 describes Mexican-Americans and other language-minority groups in terms of levels of educational attainment, cultural and language diversity, and



and community members participated in over 100 workshops, cultural presentations, general sessions, and exhibits. The proceedings provides information on: (1) conference organization, including planning committees and conference supporters; (2) bilingual multicultural education programs in Alaska for 1991-92, listed by school district and including the name of the program coordinator and address; (3) profiles of Akabe award recipients, including educator of the year and administrators recognized for their outstanding work in bilingual education; (4) three featured presentations about story telling and the importance of ethnic, linguistic, and gender diversity; (5) a conference agenda including workshops, presentations, and cultural presentations and brief descriptions of each; (6) a student conference agenda, including workshops and poetry contest winners; and (7) conference presenters and resource persons. Contains many photographs. (LP)

ED 360 133

RC 019 249

Forbes, Roy H.; And Others

North Carolina Rural Initiative Study of Secondary Schools:  
Funding Effects on Depth of the Curriculum.

PUB DATE- Feb 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern  
Educational Research Association (February 18-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*Educational Equity  
(Finance); \*Financial Support; \*High Schools; \*School Size;  
\*Secondary School Curriculum; Small Schools

IDENTIFIERS- \*North Carolina

This paper examines the relationship between school size and funding levels in North Carolina secondary schools. Data included information from 94 secondary schools concerning classes offered, school enrollment and staffing, school size and location, funding levels, and student achievement in eight selected subjects; principal and teacher interviews in selected secondary schools and feeder elementary schools; and supportive data from state and census archives. The results are organized into two sections: the relationships of school size and funding level to depth of curriculum, and variances in student achievement across levels of school size and levels of funding. School size appears to be the most important factor in variety of curriculum and specialized courses, with larger schools providing more course offerings. In addition, funding appears to make a difference when special equipment is needed to offer a course. Regression analyses indicate that funding level was a predictor of student achievement in algebra, biology, chemistry, and geometry, while school size was a predictor of achievement in biology and physics. (LP)

ED 360 134

RC 019 250

Meehan, Merrill L.; And Others

West Virginia Adolescents' Health Risk Behaviors: Differences by  
Gender, Age, Grade Level, and Level of Rurality.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- May 93

NOTE- 57p.

LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- \*Conservation (Environment); Cultural  
Interrelationships; \*Ecology; Energy; \*Environmental Education;  
Forestry; Integrated Activities; \*Integrated Curriculum;  
Interdisciplinary Approach; Junior High Schools; Junior High  
School Students; \*Learning Activities; \*Natural Resources;  
Program Descriptions; Recreation; Science Curriculum; Social  
Studies; Teaching Guides; Units of Study; Water Resources;  
Wildlife Management

IDENTIFIERS- Air Quality; Concept Maps; \*Hands on Experience  
In studying the earth's natural resources and the systems  
governing them, students need to understand the  
interrelationships of resources and ecosystems. This curriculum  
program for junior high school students investigates the  
environment as a whole. It is designed to supplement existing  
school curricula in science and social studies by presenting  
activities that draw from students the concepts of  
interdependence, change, adaptation, energy flow, and  
diversity. The curriculum guide contains eight units of study:  
(1) Air Resources; (2) Cultural Resources; (3) Energy  
Resources; (4) Forest Resources; (5) Recreation Resources; (6)  
Water Resources; (7) Wildlife Resources; and (8) an overview  
unit on how the curriculum integrates the management of these  
resources. Each unit consists of an overview and a series of  
factsheets, a concept map, an activities matrix for factsheet  
references, students activities, a curriculum rationale, and a  
glossary of terms. A list of 121 additional Tennessee Valley  
Authority (TVA) selected references, TVA publications,  
curricular and book resources, resource materials, and resource  
organizations is included. (MDH)

ED 360 153

SE 053 459

Riemersma, Fredericus Sytse Jozef  
Leren Oplossen van Wiskundige Problemen in het Voortgezet  
Onderwijs (Learning To Solve Mathematical Problems in Secondary  
Education).

PUB DATE- 6 Sep 91

NOTE- 252p.; Summary in English, p.163-176.

LANGUAGE- Dutch

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Correlation; Foreign Countries; \*Heuristics;  
Mathematics Education; \*Mathematics Instruction;  
\*Metacognition; \*Problem Solving; Secondary Education;  
\*Secondary School Mathematics; Teaching Methods; Thinking Skills

IDENTIFIERS- \*Netherlands; Subject Content Knowledge

This study, conducted in the Netherlands, examined the effects of  
a problem-solving program on students' problem-solving and  
metacognitive skills. The program consisted of four parts  
involving one or more aspects of problem solving in the content  
areas of proportions, geometry, numbers, and solving equations  
and inequalities. The experimental program was implemented in  
seven classes from three secondary schools, and the control  
group consisted of seven classes from four secondary schools  
taking regular classes on the same subjects. Comparisons on pre-  
and posttest measures for the two groups indicated that  
students in the experimental group made better use of heuristic  
rules and were more reflective than students from the control  
group. A delayed posttest indicated that 3 months after the  
experimental period, the effect of the program had disappeared,  
implying that the positive effect of the program was temporary.  
A 13-page summary in English is included and a list of 161

DESCRIPTORS- Decision Making; Elementary School Science; Elementary Secondary Education; \*Inquiry; Learning Theories; Problem Solving; \*Science Curriculum; \*Science Education; Science History; Science Teachers; Scientific Concepts; Scientific Literacy; Secondary School Science; \*Standards; Teacher Education

IDENTIFIERS- National Research Council; Nature of Science (NRC Standards); \*Philosophy of Science; \*Science Process Skills

The National Research Council is coordinating the development of national standards for science education in grades K through 12. By the fall of 1994, National Science Education Standards will be completed and published. The standards will contain narrative descriptions of what all students should be able to do to engage and understand the natural world. The standards will address science curriculum, teaching, and assessment and will represent the consensus of teachers and other science educators, scientists, and the general public. Chapters include: (1) Introduction; (2) "The Goals of School Science Education"; (3) "The Character of School Science"; and (4) "The Standards for School Science." (PR)

ED 360 175

SE 053 554

National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment.

PUB DATE- Feb 93

NOTE- 91p.; For National Science Education Standards: A Sampler, see SE 053 553.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Biology; Decision Making; Elementary School Science; Elementary Secondary Education; \*Inquiry; Learning Theories; Physical Sciences; Problem Solving; \*Science and Society; \*Science Curriculum; \*Science Education; Science History; Science Teachers; Scientific Concepts; Scientific Literacy; Secondary School Science; \*Standards; Teacher Education

IDENTIFIERS- National Research Council; \*Nature of Science (NRC Standards); Philosophy of Science; Science Process Skills

The National Research Council is coordinating the development of national standards for science education in grades K through 12. By the fall of 1994, National Science Education Standards will be completed and published. The standards will contain narrative descriptions of what all students should be able to do to engage and understand the natural world. The standards will address science curriculum, teaching, and assessment and will represent the consensus of teachers and other science educators, scientists, and the general public. The following chapters are included: (1) "Introduction"; (2) "Taking Up the Challenge"; (3) "A Framework for the Content Standards"; (4) "Fundamental Understandings and Prototype Standards for the Physical Sciences"; (5) "Fundamental Understandings for the Life Sciences"; (6) "Nature of Science"; (7) "Application of Science"; and (8) "Context of Science." (PR)

ED 360 176

SE 053 555

Zuckerman, June Trop

Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.

PUB DATE- Apr 93

NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA,

curriculum are described including a comparison of intent-- exploration versus proficiency. A Survey was conducted of all Maine schools, both public and private. A 22-item list of references is included. (DB)

ED 360 194

SO 021 826

Bjerstedt, Ake

Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zlmarian Jeanne Walker (Brazil).

Reprints and Miniprints No. 683.

PUB DATE- Jan 90

NOTE- 24p.; Sponsored by the "Preparedness for Peace" project.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Conflict Resolution; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; \*History; Interviews; \*Peace; \*Values Education; \*War IDENTIFIERS- Brazil; Gandhi (Mahatma); India; Nonviolence; \*Peace Education

As a means of studying ways to help children and young people deal constructively with questions of peace and war, Anima Bose and Zlmarian Jeanne Walker, who have worked to promote peace education in India and Brazil respectively, are interviewed. The influence of Gandhi on the concept of peace in India is emphasized. One cannot teach peace, it must be learned through practice. Peace education must include a form of apprenticeship where students go out into the real world to find out what violence is and what solutions are. Peace education is especially important in this day and time because all of society seems to be overcome by violence, even in entertainment. Peace must not be viewed as "no war." A nation with no war but with injustice, poverty, economic discrimination, and inequity cannot be said to have peace. The teacher is the most responsible person in any peace education course at any level. At the elementary level the examples of parents and teachers and cooperation between them is very important for teaching peace. The interviewees emphasize the lack of materials available to be used in peace education. Peace education should not be taught as a separate subject in elementary school, but included in various subjects. In higher grades it may be emphasized in one particular subject. In secondary school it can be dealt with through the study of international organization, transnational concepts, and the reality of interdependence. (DK)

ED 360 195

SO 021 830

Bjerstedt, Ake

Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning?" An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693.

PUB DATE- Mar 90

NOTE- 31p.; Sponsored by "Preparedness for Peace" project.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Curriculum Development; \*Educational Objectives; Elementary Secondary Education; Environmental Education; \*Ethical Instruction; Foreign Countries; \*Global Approach;

Kates, Erika

More than Survival: Access to Higher Education for Low Income Women.

PUB DATE- 91

NOTE- 30p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; Higher Education; \*Nontraditional Students; \*Poverty; Social Science Research; Student Attitudes; \*Student Financial Aid; \*Welfare Services; \*Womens Education IDENTIFIERS- Aid to Families with Dependent Children

This monograph describes the preliminary findings of two studies concerning the experiences of low income women who attended college in Massachusetts. The first study, conducted in 1986, examined the combined effects of public assistance and student financial aid upon the lives of women who attended college. A 1990 study explored the assumption that higher education results in higher income levels for women. Results of the research suggest that recipients of Aid to Families with Dependent Children (AFDC) tend to be among the poorest of the older women in college and they tend to take the longest to graduate. Furthermore, a college degree in the liberal arts or a more technical or specialized field can enhance economic opportunity for low income women. The research also suggests that a college education increases satisfaction with work and life in general. Policy conflicts continue to exist with regard to older women in higher education, and further research remains to be undertaken. Eighteen endnotes are included and 28 references are attached. (SG)

ED 360 216

SO 023 095

White, Patricia E.; Lewis, Laurie L.

Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15--Sociology.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NEAH), Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- Dec 92

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Department Heads; Educational Assessment; Educational Research; Educational Trends; \*Faculty; Higher Education; Intellectual Disciplines; Majors (Students); School Surveys; \*Sociology; \*Undergraduate Study

This document presents the results of a survey questionnaire of undergraduate education in sociology sent in spring 1991 to a nationally representative sample of 597 four-year colleges and universities. The data from 502 responding four-year colleges and universities (out of 529 eligible institutions) were weighted to provide national estimates about instructional staff, computer resources, course offerings, and issues and concerns in undergraduate education in sociology. Results showed that most of the nation's four-year colleges and universities had sociology programs, and that most institutions with sociology programs offered bachelor's degrees in the subject. Twenty percent offered master's degrees, 10% doctorates, and 5% associate degrees. About half of the chairs of departments with sociology programs stated that the number of students who declared a major in sociology had increased in

uphold the importance of a positive classroom environment and recognize that empowered teachers are best equipped to carry out the goals of character education; that such education is encouraged through administrative policy and practice; and that character education is action education. (DK)

ED 360 234

SO 023 223

Social Studies Grade 8 Curriculum Guide. Revised.

PUB DATE- 93

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Ancient History; \*Course Content; Curriculum Guides; Foreign Countries; \*Grade 8; \*History Instruction; Junior High Schools; Maps; \*Social Studies; Teaching Methods; \*Western Civilization; World History

IDENTIFIERS- Manitoba; People through the Ages

This Manitoba (Canada) curriculum guide includes the grade 8 overview, unit overviews and topics, focusing questions, specific objectives, and outline maps needed for the course. The teaching of the identified objectives is mandatory in Manitoba. Manitoba curriculum guides are produced in three different formats referred to as Level I, II, or III. This is considered a Level II document to be used in conjunction with the Level I social studies overview and the teacher's guide to the textbook, "People through the Ages." The teaching strategies and learning activities found in the teacher's guide have been developed from the topic objectives and the focusing questions of this guide. Each strategy or activity should satisfy one or more of these categories of objectives: (1) knowledge, (2) thinking and/or research, (3) attitude and value, and (4) social participation. This course focuses on ways of life and the changes that have evolved from very early times to the present. It is designed to help students explore the ways that people lived within certain societies of the past and to realize that life today is related closely to developments that have occurred through the ages. Students should be made aware that all societies have not developed or changed at the same rate or to the same degree. The intent is to encourage students to compare a wide variety of ways of life of the past and present in order to be able to examine contemporary life against a range of alternative possibilities. The study is divided into four units with suggested time frames for each unit: (1) life during very early and early historic times; (2) civilizations of the past; (3) life in early modern Europe; and (4) life in the modern world. (DK)

ED 360 235

SO 023 245

Griesel, Patricia

Ethics of Collaboration: A Quest for Guidelines.

PUB DATE- 12 Dec 92

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Cooperation; Cooperative Planning; Cooperative Programs; \*Coordination; \*Ethics; \*Guidelines; \*Intergroup Relations; Participative Decision Making; Problem Solving; \*Teamwork

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Citizenship Education; College Preparation; Critical Thinking; \*Curriculum Design; Elementary School Curriculum; Elementary Secondary Education; \*History Instruction; Moral Development; Secondary School Curriculum; \*Social Studies

This policy statement by a national professional association of history teachers from kindergarten through grade 12 begins by pointing out that history currently functions as the core of the social studies curriculum prior to college. This position should be expanded and enhanced as a matter of sound curriculum policy. History alone of the social studies provides an orderly plan, integrating the different elements from the other social studies and the humanities. History is the most comprehensive, integrated way of knowing about human societies. History's core concepts of change and continuity best represent the full context and complexity of human experience. History prepares young people for citizenship in the United States through a broader vision of the world. It expands the self-knowledge needed by young people for healthy moral development. The study of history refines the habits of mind needed for academic achievement and success in the modern world. It involves: (1) determination of the facts with an open mind; (2) scrupulous attention to context; (3) sensitivity to the interplay between the immediate and the long term; (4) awareness of the perversity of sources; (5) resistance to conspiracy theories and notions about reality being predetermined; and (6) appreciation of broad reading and experience as a basis for conclusions. History's narrative approach uniquely conveys the human drama, infusing the past, present, and future by providing emphasis on chronology and sequential order, attention to rhetoric and verbal expression, focus on men and women as the nexus for historical forces, and concern with description first and analytical judgments second. History enjoys a wider support than other social studies. For these reasons, history should remain the mainstay of the social studies. (DK)

ED 360 252

SO 023 350

Harik, Ramsay M.

Thinking about Our Future: War, Society, and the Environment. A Series of Lesson Plans.

PUB DATE- 93

NOTE- 130p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizen Participation; Cooperative Learning; Ecology; Environment; High Schools; International Relations; Nuclear Warfare; Peace; Social Studies; War; World Affairs  
IDENTIFIERS- Cold War; Global Education; Peace Education

This packet of 11 lesson plans is designed to help high school social studies classes examine socio-political issues facing the post-Cold War world. Though its multi-disciplinary approach touches upon a number of current topics, the packet's particular focus is on the wide-ranging impact of war and militarism on the planet's growing ecological crises. The lessons have been designed to introduce students to the background information they need to intelligently analyze today's international news, as well as to encourage students to ask critical, normative questions such as "what is the meaning of 'security' in today's world?" and "what is the role of the

EDRS Price- Document Not Available from EDRS.  
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Adult Students; Beginning Reading; Curriculum Guides; \*English (Second Language); Grammar; Language Skills; \*Literacy Education; Oral Language; Reading Instruction; \*Student Centered Curriculum; Student Experience; Vocabulary Development; Writing Instruction  
Books 1, 2, and 3 of "The Working Experience," a series of texts for English-as-a-Second-Language (ESL) students, are contained in this document. The series builds on oral skills to develop reading and writing ability while still expanding oral English-language proficiency. Since one of the basic principles underlying the series is the idea that students learn best when the content relates to their daily lives, the words and concepts introduced have immediate importance. The readings and exercises allow students to share learning experiences in a flexible, multilevel format. The series uses as its basic text stories told by other adult ESL students. Storytellers' voices can be clearly heard in such accounts as "New on the Job," "Job Hunting," and "The Working Mother." The three texts contain increasingly difficult readings and exercises that focus on conversation skills, grammatical structure, and vocabulary development. Each lesson ends with an activity to encourage open-ended discussion and written expression. An accompanying teacher's manual includes an overview of the series, guidelines for using the language experience and for facilitating reading, suggestions for teaching each lesson and for using the series in multilevel classrooms. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 811

FL 800 468

Parlato, Salvatore J.  
All about English as a Second Language. A Basic Guide to ESL and Bilingual Education.

PUB DATE- 91

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Bilingual Education; \*English (Second Language); Graduate Study; Literacy Education; Migrants; Professional Associations; Professional Development; Public Agencies; Study Abroad; Travel

IDENTIFIERS- Immigration

This manual, a basic guide to the field of English as a Second Language (ESL), including bilingual education (BE), lists nearly 1,000 U.S.-based organizations that service ESL/BE educators. The core of this guide consists of ESL-oriented data in the form of names, addresses, and telephone numbers. Resources are presented in the following categories: ESL and Bilingual Education (principal association, affiliates and related organizations, state Title VII offices and evaluation assistance centers, and multifunctional resource centers); Literacy Organizations; Related Organizations (languages and linguistics, federal agencies, foundations and research centers, special education interpreters and translators); Multicultural Organizations (ethnic societies, embassies);



by ESL proficiency level, language skills objectives by ESL proficiency level, language functions by ESL proficiency level, and language forms by ESL proficiency level. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 831

FL 800 644

Nurss, Joanne R.

Clayton Family Literacy and School Support Services Project: Project Class. Final Report.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 92

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Literacy; \*Asian Americans; Cambodians; Community Services; Cooperative Programs; Curriculum Development; Demography; Elementary Secondary Education; English (Second Language); \*Family Programs; \*Hispanic Americans; \*Immigrants; Language Tests; Laotians; \*Limited English Speaking; \*Literacy Education; Pretests Posttests; Questionnaires; Student Recruitment; Vietnamese

IDENTIFIERS- Clayton County Schools GA; Georgia (Clayton County); Support Services

Project CLASS, a collaborative family literacy demonstration research project designed to meet the language and literacy needs of limited English proficient families in Clayton County, Georgia, is described. Intergenerational and age-graded classes were provided for Cambodian, Laotian, Vietnamese, and Hispanic adult family members, their out-of-school youth, and their school-age or preschool children. The Project CLASS curriculum, based on the work of D. Scott Enright, was a multi-level, integrated language and literacy curriculum delivered through content-based themes and supplemented by contextually-based activities. Fifty-six families representing 92 adults and 145 children participated; unfortunately, attendance was not consistent, ranging from 2 to 71 percent of classes attended. Reasons for absences and dropouts included job changes, moving, and family problems; additional factors included conflict with a local church program, the closing of a major employer, and violence in the Cambodian community. It is recommended that future family English literacy programs give more attention to ways to motivate families to attend and to remain in the program long enough to demonstrate gains in language and literacy. The integrated, thematic approach; the multi-level, intergenerational activities; and the field trips and holiday celebrations were found to be important components of the family program. The assessment instruments and a list of project dissemination efforts are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 832

FL 800 646

Ruano, Jorge J.

Socioeconomic Profile of the Client Population. The Effects of Poor Education.

PUB DATE- Nov 92

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

Chicago Quality Programs Project Report #1.  
SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.

PUB DATE- Nov 92

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adult Literacy; \*Data Collection; English (Second Language); \*Evaluation Methods; \*Literacy Education; \*Program Evaluation; Questionnaires; Records (Forms); Staff Development  
IDENTIFIERS- Illinois (Chicago)

An outgrowth of several previous projects conducted by the Illinois Literacy Resource Development Center (ILRDC), the Quality Programs Project is a collaborative effort to improve the quality of literacy services in the Chicago area. A long-term investment in quality programming at the local level, the Quality Programs Project has as its primary goals the training and professional development of literacy program staff and the formation of site-specific evaluation systems. Staff from six sites participated in three sequential training sessions. The sites were the Onward Neighborhood House, Youth Service Project, Chicago Consortium for Worker Education, Midwest Women's Center, The Neighborhood Institute, and Firman Community Services. The sessions introduced site staff to the evaluation system adapted by the ILRDC, presented information on qualitative and quantitative data collection methodologies, and introduced strategies for comprehensive data analysis. The ILRDC staff provided on-going support to site staff as they developed and refined their goals. Each site used the ILRDC evaluation framework to create assessment systems and tools that were customized for their programs and their own goals. This report summarizes the development and progress of the first phase of the project. Appendices making up the greater part of the report contain several questionnaires and evaluation instruments. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 852

FL 800 691

Strubel, Aleeza, Comp.  
Multicultural Resource List.

PUB DATE- Feb 92

NOTE- 12p.; Prepared for the Student Coalition for Action in Literacy Education at the University of North Carolina at Chapel Hill.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs  
(132), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; \*Beginning Reading; College Students; \*Cross Cultural Training; \*Cultural Pluralism; Higher Education; Instructional Materials; \*Literacy Education; Multicultural Education  
IDENTIFIERS- \*Diversity (Student)

Approximately 75 sources of information on multicultural issues are compiled in this partially annotated bibliography and resource list. The list includes reading materials such as articles and books for college students and learners who are interested in exploring issues that relate to race, culture, gender, and class. It also includes books written for new readers, books that can be adapted and modified for new readers, and books that index and describe some of the literature available to new readers. Finally, there is a

(1) increased efficiency in use of faculty resources; (2) increased production of doctoral degree holders; and (3) efforts to increase the number of minority graduate students. Appendices, comprising over 50 percent of the report, contain data tables detailing anticipated staffing and hiring requirements for Texas colleges and universities for all faculty and for each academic discipline. Also, the appendix provides survey results from Texas public senior and community colleges concerning faculty hiring difficulties. (GLR)

ED 359 870

HE 026 566

Short, Edmund C.

Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education.

PUB DATE- Dec 92

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; College Instruction; \*Curriculum Development; Educational Needs; Educational Objectives; \*Educational Planning; \*Education Work Relationship; General Education; Higher Education; Intellectual Disciplines; Majors (Students); \*Relevance (Education); School Effectiveness; Student Educational Objectives

Examination of almost any university's curricular goals or expectations and the actual courses taken by particular students demonstrates significant discrepancies between the rationale and the actuality and between the intentions of general or specialized education and the knowledge made available in the courses taken. A major reason for the existence of these discontinuities lies with the assumption that the organization of the curriculum of higher education should be done in the same manner that the university organizes to do its research and knowledge production. This essay sets forth a plan for organizing the curriculum of higher education that takes into account the difference between academic or disciplinary knowledge and mission-oriented or practical knowledge. This plan is oriented around four types of mission-oriented knowledge: knowledge required as a citizen and human being (servicing the general education function); knowledge required for a specialty or profession; knowledge required to conduct research and advance knowledge itself; and knowledge pertaining to the education of people in these four domains. Contains nine references. (GLR)

ED 359 871

HE 026 568

Millar, Susan Bolyard

Monological Innovation versus Polylogical Improvement.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Case Studies; \*Change Agents; Change Strategies;

Highlights of the study include the following: (1) the number of all degrees awarded in 1990-91 increased by 2.7 percent over the previous year with the greatest increase occurring among Hispanics; (2) degrees awarded to women accounted for 54 percent of the total degrees in 1990-91; (3) computer and information sciences, engineering and related technologies, and theology were the only fields experiencing a decline in bachelor's degrees awarded; and (4) over the 6-year span of the study the number of master's and doctor's degrees had the largest overall percentage increases. Appendixes contain a crosswalk for selected fields and four additional tables. (JB)

ED 359 889

HE 026 586

Clement, Vonnie  
Network Directory. The Network of Colleges and Universities  
Committed to the Elimination of Drug and Alcohol Abuse.

PUB DATE- Jul 93

NOTE- 197p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Alcohol Abuse; Colleges; Cooperative Programs;  
Coordination; \*Coordinators; Directories; \*Drug Abuse; \*Higher  
Education; \*National Programs; Networks; \*Prevention;  
Universities

IDENTIFIERS- \*Network for Drug Free Colleges

This directory lists the over 1,500 members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. The member colleges and universities are listed by state and within each state section listed alphabetically by institution. The listings show addresses, institution presidents, and contact persons with telephone numbers. An introduction describes the history and mission of the Network. The Network standards to which all members have made a commitment are also included. A later section describes a Network planning group and lists members. Other lists contain regional coordinators with addresses and telephone numbers and associations endorsing the Network. A final section lists and describes resources including federal agencies, organizations and associations, state contact offices, and catalogs. (JB)

ED 359 890

HE 026 587

McGowan, Thomas M.; Powell, James H.  
In Search of Autonomy: Teachers' Aspirations and Expectations  
from a School-University Collaborative.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College School Cooperation; Elementary Education;  
Elementary Schools; \*Elementary School Teachers; Faculty  
Development; Higher Education; \*Inservice Teacher Education;  
Partnerships in Education; \*Professional Autonomy; \*Teacher  
Attitudes; Teacher Participation; Theory Practice Relationship  
IDENTIFIERS- \*Professional Development Schools

A study was done to examine the expectations and aspirations of  
teachers participating in a school-university collaborative  
effort, called a Professional Development School (PDS). A PDS  
is a working relationship between school and university

Cahalan, Margaret; And Others  
Occupational and Educational Outcomes of Recent College Graduates  
1 Year after Graduation: 1991. Contractor Report. Statistical  
Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED),  
Washington, DC.

PUB DATE- Apr 93

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- \*Bachelors Degrees; \*College Outcomes Assessment;  
Comparative Analysis; \*Employment Level; \*Employment Patterns;  
Graduate Surveys; Higher Education; Liberal Arts; Majors  
(Students); \*Outcomes of Education; Professional Education;  
\*Salaries; Salary Wage Differentials; Vocational Followup

This report presents data on the occupational and educational experiences of graduates approximately 1 year following graduation based on a nationally representative sample of 16,172 bachelor's degree recipients during the during the 1989-90 academic year. The report is divided into two sections. The first section presents an overview of principal occupational and educational outcomes, and the second section focuses on outcomes for specific major fields of study. Among the study's highlights are the following: (1) 84 percent of the graduates were employed, the rest being unemployed or not in the labor market due to school or other reasons; (2) employment rates were higher among graduates in the professional fields; (3) the unemployment rate at 4.5 percent for graduates was 2 percent less than the general labor force as of April 1991; (4) one-third of the graduates reenrolled for further education within 1 year of graduation; (5) mean annual salaries for full-time employees were higher among professional field majors than among arts and sciences majors; and (6) among graduates employed full time, the mean salary for women was 87 percent of the mean salary for men. Appendices provide detailed tables with standard errors, study technical notes, and definitions. (GLR)

ED 359 910

HE 026 609

A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03.

PUB DATE- May 91

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Accountability; College Students; \*Faculty Workload; Government School Relationship; Higher Education; \*Institutional Evaluation; \*School Effectiveness; State Colleges

IDENTIFIERS- \*Utah

This report, in examining higher education accountability, reviews how student assessment is used nationally and in Utah to improve higher education accountability, and reviews the methods used in Utah to monitor faculty workload. Student assessments do provide a direct method of evaluating higher education effectiveness, and Utah's institutions are now developing student assessment programs to meet Board of

Perspectives" (Ian Barnard) addresses the topic of open learning in general, commenting on contemporary views and developments, and defining the term as a collective for approaches and practices that focus on the needs of the learner. "Staff Development and the Role of the Instructional Designer at Charles Sturt University" (Wendy Pearce and Peter Donnan) highlights the work of the Open Learning Institute. These two papers were presented at the Familiarization Week program of the Charles Sturt University in Wagga Wagga, New South Wales, Australia (February 1993). "Communication Strategies for Reducing the Isolation Factor and Enhancing the Learning Process in Distance Education" (Lee Purches) illustrates the use of communication strategies in social work and welfare disciplines. This paper was presented at the national conference of the Australian Association of Social Work and Welfare Educators in Sydney, New South Wales, Australia (October 1992). The final selection, "Modularization--Some Thoughts--Courtesy of David Merrill" (Ron King) reviews modularized distance education materials for use in the context of open learning. (Contains 30 references.) (SLD)

ED 359 929

IR 016 144

van Kesteren, Baukje J.; And Others

A Procedure for Supporting the Selection of Courseware by Secondary School Teachers.

PUB DATE- Jun 92

NOTE- 11p.; Paper presented at the European Conference on Educational Research (Enschede, Netherlands, June 22-25, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Computer Assisted Instruction; Computer Literacy; \*Computer Software Selection; \*Courseware; Decision Making; Evaluation Methods; Evaluation Utilization; Foreign Countries; \*Information Dissemination; Secondary Education; Secondary School Teachers; Workshops

IDENTIFIERS- Netherlands

The selection of courseware is a difficult problem in the use of computers in education. A dissemination procedure for a courseware selection instrument involving workshops for computer coordinators is described. Computer coordinators of 267 Dutch secondary schools were asked how they used certain sources of information in selecting courseware. Many used results of evaluations by the Soft- and Courseware Evaluation Centre for the Netherlands, but expressed the need for additional information. Six secondary schools participated in a workshop for computer coordinators who were taught to use an instrument called "The Courseware Selector" to evaluate courseware. The coordinators were expected to disseminate the information in their schools through further workshops. A multiple case study design was used to compare developments in the six schools involved in this cascade approach. In general, effects on the overall selection of courseware were not large, but promising effects did appear related to teachers becoming better acquainted with courseware and reducing their computer phobia. A critical variable in implementation was the level of experience in computers at the school initially. (Contains 7 references.) (SLD)

ED 359 930

IR 016 145

Programs of 1992 Winning Teams. Pioneering Partners.

Literature; \*Drama; \*Fiction; Foreign Countries; German;  
Publishing Industry; Translation  
IDENTIFIERS- Austria; \*Irish Literature

After a brief description of some historical and cultural interchanges between Ireland and Austria, the paper examines Irish fiction that has been translated into German and Irish plays that have been performed in Vienna over the past 25 years. The paper also describes German translations of Irish children's fiction, including classics like Gulliver's Travels, Celtic and Irish tales, and the works of Eilis Dillon, Tom McCaughren, Martin Waddell, Joan Lindgard, and other Irish writers. The paper also describes children's books in the German language that focus on Ireland. (KRN)

ED 359 950

IR 054 445

Bricken, William  
Learning in Virtual Reality.

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Computer Assisted Instruction; \*Computer Simulation; Constructivism (Learning); \*Educational Innovation; Group Instruction; Individualized Instruction; \*Learning Processes; \*Multisensory Learning; Technological Advancement

IDENTIFIERS- \*Virtual Reality

The essence of the computer revolution is yet to come, for computers are essentially generators of realities. Virtual reality (VR) is the next step in the evolutionary path; the user is placed inside the image and becomes a participant within the computational space. A VR computer generates a direct experience of the computational environment. The participant wears hardware that senses his natural behavior and displays from his personal perspective. The characteristics of VR are the same as those of good teaching. The teacher wants to create an environment that is programmable (curricula) and in which the students participate. Everything we do to educate with words and with pictures can be provided as virtual experience. We can vary location, scale, density of information, interactivity and responsiveness, time, and degree of participation. VR makes immediate sense because what a participant sees and hears has a meaning that does not require explanation. Text does not fare well on VR because text is not constructed for interaction; the VR analog of text is natural speech. Rather than teaching a structure of symbols, such as algebra, VR will first teach meaning through experience, then the symbolic abstraction of those experiences. VR is a natural interface with abstractions. No one has any idea what extended exposure to high-quality VR is like or other possible negative impacts, but VR will be commonplace in 20 years. (KRN)

ED 359 951

IR 054 446

The Human Interface Technology Laboratory.

PUB DATE- 91

NOTE- 58p.; Some pages have toner streaks.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Business; Electronic Mail; Higher Education; \*Laboratories; \*Man Machine Systems; Personnel; Publications;

Eighteen libraries had internship programs, and others had field experience programs. Eleven libraries had residency programs, seven of which required minority status. Two libraries responded with details about midcareer fellowship programs, and other fellowships were coordinated by professional agencies and associations. Field experience opportunities are highly individualized, a fact supported by the included descriptions of eight internship programs, seven residency programs, two fellowship programs, and two related programs. A list of 12 selected readings and the survey instrument are provided. Flyer 188 is included, which summarizes the kit. (SLD)

ED 359 971

IR 054 602

Latta, Gail F., Comp.

Liaison Services in ARL Libraries. SPEC Kit 189.

PUB DATE- Dec 92

NOTE- 193p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Definitions; Evaluation Criteria; Guidelines; \*Librarians; \*Library Cooperation; Library Networks; Library Services; Library Surveys; Professional Associations; Questionnaires; \*Research Libraries; Telecommunications; Training

IDENTIFIERS- \*Association of Research Libraries; \*Liaison Administrators

To gather more information on the role of the liaison in research libraries, the Association of Research Libraries (ARL) Office of Management Services conducted a survey in 1992 of its academic library members. Completed surveys were returned by 49 libraries. Liaisons in both technical and public services were reported by 59 percent, while 31 percent reported having only public service liaisons. While no typical liaison position could be identified, 13 libraries reported having written definitions of liaison practice, 24 reported policies or guidelines, and 15 formulated definitions for purposes of this survey. New aspects of liaison work are emerging as access to electronic information sources expands. There is a growing need to know what factors contribute to effective liaison relations in the academic setting, and more focused and objective studies may be necessary. The kit contains: (1) survey results; (2) responses about organization and coordination of liaison librarians from nine libraries; (3) position descriptions from eight libraries; (4) definitions and guidelines from 15 organizations; (5) descriptions of internal communication of liaison activities from four libraries; (6) liaison services for library users from five libraries; (7) training descriptions from four libraries; (8) goals and evaluation criteria from eight libraries; and (9) assessment policies from two libraries. An annotated bibliography of 30 entries is provided. Flyer 189 is included, which summarizes the kit. (SLD)

ED 359 972

IR 054 603

Fast, Margaret; And Others

Bibliographic Instruction Committee Report.

PUB DATE- 29 Jun 92

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.



Referral Services; (9) Special Collections, Libraries and Research Institutes; (10) Electronic Discussion Groups and Forums; (11) Maneuvering around Library of Congress Headings and Numbering; and (12) Satiating Your Appetite for Further Involvement. (HB)

ED 359 991

JC 930 166

Basis of Accreditation for Educational Programs in Allied Medical Disciplines.

PUB DATE- Jun 91

NOTE- 130p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Academic Standards; \*Accreditation (Institutions); Accrediting Agencies; \*Allied Health Occupations Education; Allied Health Personnel; Community Colleges; Eligibility; Evaluation Criteria; Foreign Countries; Guidelines; Institutional Evaluation; Program Administration; Program Descriptions; \*Program Evaluation; \*Technical Education; Two Year Colleges; \*Vocational Education

IDENTIFIERS- \*Canada

Designed as a guide to accreditation for educational programs in the allied medical disciplines in Canada, this report provides educators with guidelines, general requirements and requirements for specific programs. Following information on the organization, structure, goals and terminology of accreditation of allied medical programs in Canada, the first part provides general requirements and guidelines for programs in all allied medical disciplines in Canada. Guidelines are presented with respect to responsibility for educational programs, program committees, program objectives, program structure, program direction/coordination, didactic program staff, clinical education, instructor/student ratio, medical input, program records, program policies, educational facilities, recommended number of students, and program self-evaluation. Part II provides specific accreditation requirements and guidelines for programs in each of the following allied medical disciplines: medical laboratory technology (general and subject), cytotechnology, radiography, radiation therapy technology, nuclear medicine technology, diagnostic ultrasound technology, respiratory therapy (basic and advanced), emergency medical technology (levels I, II, and III), ophthalmic medical assisting technology, and cardiovascular perfusion technology. Appendixes include information on: categories of accreditation; steps in the accreditation process; responsibilities of accredited programs; and specific procedures for accreditation of subject and advanced programs in respiratory therapy as well as sample accreditation application forms. (PAA)

ED 359 992

JC 930 167

Allied Medical Education Accreditation Process Study: Final Report.

PUB DATE- May 91

NOTE- 45p.; The consultation firm of Redding & Associates facilitated the accreditation review.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

the lower division courses they will accept from two-year colleges. As a result of these CSU articulation practices, two-year college students are discouraged from taking introductory business courses, and both students and the state have to pay twice for some of the same courses. A 1993 study, comparing the course content of introductory business courses at eight CSU campuses with the same courses at 27 community colleges, revealed a high level of overlap in course content for the two educational levels. Suggestions for CSU curriculum review and for implementation of JST recommendations; a copy of the JST; the course content survey instrument; data tables; and a review of AACSB's new accreditation standards are included. (PAA)

ED 360 007

JC 930 355

Friedlander, Jack

Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.

PUB DATE- 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Research/Technical (143)

DESCRIPTORS- \*College Graduates; Community Colleges; Comparative Analysis; \*Databases; Economically Disadvantaged; Educational Research; \*Education Work Relationship; Employment; \*Employment Patterns; Program Evaluation; Research Methodology; Student Characteristics; Two Year Colleges; Two Year College Students; \*Vocational Followup; Wages; Withdrawal (Education)

IDENTIFIERS- California Community Colleges; \*Student Tracking Systems

The Post-Education Employment Tracking System (PEETS), operated by the Chancellor's Office of the California Community Colleges (CCC) in cooperation with the State of California's Employment Development Department (EDD), is an automated system for tracking the post-college employment rates and earnings of community college program completers and leavers over an extended period of time. The system uses social security numbers to match EDD quarterly wage data with student records. To determine the feasibility, cost, and educational value of using PEETS, a study was conducted in 1992-93 by the Chancellor's Office, EDD, Santa Barbara City College, and Grossmont College. The study found that PEETS can be used to answer questions regarding employment patterns of former students, employment rates by major and type of degree, comparative earnings of associate degree graduates and those who did not complete the degree, earnings and employment rates in different population groups, geographic mobility of working graduates, type of industries employing graduates, relationship of training and employment. It concluded that PEETS is an inexpensive method for tracking the success of former students, and can be used to meet accreditation requirements and respond to consumer inquiries. This report describes PEETS; presents the results of the 1992-93 study of the technical feasibility, cost, and educational value of using PEETS to trace employment rates and earnings of community college vocational program graduates and dropouts over a 4-year period; identifies potential applications of PEETS-generated information for assessing and strengthening occupational programs; lists the major advantages and disadvantages of PEETS as a method for assessment of labor market outcomes; and advances recommendations for enhancing the value of PEETS. (PAA)

although students who kept their major at the four-year institution performed slightly better than those who did not.  
(MAB)

ED 360 024

JC 930 375

Matsen, Marie E.

The Institutional Researcher as Interpreter and Critic.

PUB DATE- May 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adoption (Ideas); College Planning; Community Colleges; Decision Making; Educational Research; \*Educational Researchers; \*Institutional Research; \*Organizational Climate; Research Administration; \*Research Directors; \*Research Utilization; Self Evaluation (Groups); Theory Practice Relationship; Two Year Colleges

IDENTIFIERS- United States (Northwest)

This study builds on an earlier one in which the role of institutional researchers in providing computer information systems (CIS) data to administrators was investigated. To examine the relationship between college culture and the role of institutional researchers as either providers of information or interpreters of data, a study was conducted at three community colleges in the Pacific Northwest. The president, top level administrators, and the institutional researcher were sent audio tape questionnaires and were interviewed about college culture, decision making processes, and the roles of the institutional researcher. The study found that the three colleges differed in organizational climate: one was described as working as a team, another as essentially political in its decision-making process, and the third as chaotic and inconsistent. These climates affected the researchers' view of data as capable of capturing a knowable "reality," with data representing an incomplete reality at the first institution, a negotiated reality at the second, and a construct that could be interpreted from many different perspectives at the third. However, administrators at all sites relied primarily on institutional researchers for data, and therefore recognized the role of researchers as providers of data. The administrators also indicated that the major role of researchers should be to interpret the data, stating that they themselves did not have the skills or time to perform analyses and that researchers had objective methodologies and training in statistical analysis. Finally, at the college described as chaotic the researcher functioned as institutional critic, a role stemming from the cultural climate, the view of data as an interpretable reality, and administrative support. (MAB)

ED 360 025

JC 930 376

Colgrove, Clyde V.; Shinville, Padriac Sean

Community College Faculty Dissatisfaction: A Comparative Analysis.

PUB DATE- May 93

NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Faculty; \*Community Colleges; Comparative

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Age Differences; Cognitive Processes; \*Eye Movements; Infant Behavior; \*Infants; \*Intelligence Quotient; Motor Reactions; Perceptual Motor Coordination; Predictor Variables; Psychological Studies; \*Reaction Time; \*Young Children

As part of a study to determine whether visual and manual response systems are correlated, 26 children between 40 and 51 months of age took part in visual and manual reaction time (RT) tasks. Subjects, whose RTs had previously been tested at 3 months of age, were tested in 1 of 2 conditions. In the first condition, subjects viewed pictures only while eye movements were recorded. In the second condition, subjects pressed a left or right button depending on the location in which a picture appeared, and both eye movement RTs and manual RTs were recorded. All subjects received the RT measures first and then were administered part of the Wechsler Preschool Primary Scale of Intelligence to determine verbal, performance, and full-scale IQs. Children's RTs were compared with the RTs previously measured at 3 months to establish the stability of processing speed from infancy to early childhood. The study found a moderate correlation between manual and visual RT in early childhood, and stability in RT from infancy to early childhood. Negative correlations between manual and visual RTs and IQ, reflecting faster RTs with higher IQ, were found. Subjects were consistently slower to initiate eye movements when they were required to make a choice of which button to press than when they were not, but this effect was less striking for children with high IQ than low IQ. (AC)

ED 360 042

PS 021 411

Kobayashi, Keiko

Beginning of Movement for Re-Education of Parents in Japan in the 1920's.

PUB DATE- Aug 92

NOTE- 9p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992). Photographs may not copy clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Education; \*Educational Change; \*Educational History; Foreign Countries; National Organizations; \*Parent Education; \*Professional Associations; Publications; \*Social Action; \*Social Change

IDENTIFIERS- \*Japan

In the late 1920s, in conjunction with a new passion for freedom and concern for human rights, two associations were formed in Japan to promote parents' education and children's welfare. In 1928, following a 2-year study of education in America, Tetsuya Kamimura started the Japan Parents' Re-education Association. The association's members included teachers, principals, physicians, scientists, and artists. The association published a 10-volume "Child Study Course" and a monthly magazine, "Itoshigo"; held meetings for mothers; and set up branches throughout Japan. The second association, Kodomo no Kyoyo, was

(7) "Research in Early Childhood Education: Essential for the Profession" (Marjory Ebbeck); (8) "How Can Early Childhood Services Cater for the Needs of Aboriginal Communities?" (Isabelle Proctor); (9) "Men in Early Childhood Services: Why? Why Not?" (Margaret Clyde); (10) "Field Experience in Early Childhood Tertiary Courses: Making or Breaking a Professional Image?" (Beverley Lambert); (11) "Practical Curriculum Theory: Describing, Informing, and Improving Early Childhood Practices" (Gail Halliwell); (12) "From Piaget to Vygotsky: Moving into a New Era of Early Childhood Education" (Marilyn Fleeer); (13) "Early Childhood Grows Up" (Anne Stonehouse)--a look at key challenges to the field of early childhood education as a manifestation of the progression of the field; and (14) "Dilemmas in Early Childhood Teacher Education: An American Perspective" (Lilian Katz). (MDM)

ED 360 061

PS 021 536

Gifford, Jean

A Stitch in Time: Strengthening the First Years of School.  
Compulsory Years of Schooling Project. Project Paper No. 3.  
Commissioned Report No. 16.

PUB DATE- May 92

NOTE- 69p.; An abridged and edited version of an earlier AECA working/discussion paper, see PS 021 551.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; \*Curriculum Development; \*Elementary School Students; \*Elementary School Teachers; Foreign Countries; Inservice Teacher Education; \*Parent School Relationship; \*Preservice Teacher Education; \*Primary Education; School Community Relationship

IDENTIFIERS- \*Australia

As Australia recognized the need for a better educated and highly trained workforce, national attention focused on secondary and post-secondary education and vocational training, with an emphasis on the acquisition of basic, entry level work skills. Because the foundations for success at this level are laid at an early age, however, the Schools Council sought to address issues of importance to the crucial beginning years of education with a project called The Compulsory Years of Schooling. This report elaborates on some of the issues relevant to the early childhood years in schools. The paper asserts that children five to eight years of age need educational programs that have been specifically designed for them and teachers who have been trained to work with young children. Although the style of teaching throughout primary school is gradually changing, teachers are encouraged to adopt developmentally appropriate practice with their youngest children. The report also proposes that early childhood teacher training should be largely separate from the discipline-oriented primary and secondary teacher education courses, and offer narrower specialization within the early childhood range. Improvement in early childhood education also depends upon the ability of the early childhood field as a whole to find its voice and advocate for good practice in all early childhood programs. Contains approximately 95 references. (TJQ)

ED 360 062

PS 021 542

Lawler-Prince, Dianne; Grymes, Joanna M.

Public School Kindergartners: Isolates, Low Self-Concept, and

DESCRIPTORS- \*Classroom Environment; Classroom Techniques;  
\*Creative Development; Creative Thinking; \*Creativity;  
Curriculum Development; \*Curriculum Enrichment; Educational  
Change; Elementary Secondary Education; Mentors; Self  
Expression; Sociocultural Patterns; Teacher Student  
Relationship; Teaching Methods

In most schools in America little attention is paid to the nurturance of students' creative potential, with emphasis too often placed instead on rote, repetitive learning. The literature contains many suggestions for enhancing creativity in the classroom setting, such as refraining from discounting odd or unusual questions from students, finding something positive in all ideas, systematically rewarding creativity, demanding creativity of students, giving credit for creativity in grading, and modeling creative behaviors. The translation of theories of creativity into practice, however, is hindered by: (1) reliance on true-false, multiple-choice, and fill-in-the-blank tests; (2) an ideology which suggests that there is one right answer; (3) the increasing specialization of teachers, which results in a focus on subject matter and a neglect of students' talents; (4) teacher reliance on only one technique, such as brainstorming, to enhance creativity; (5) teacher overload; and (6) students' tendencies to underachieve and to pursue little outside reading. Overcoming these barriers requires an open and supportive classroom environment, where creative thinking is accepted and encouraged, dissent is tolerated, and students are encouraged to trust their own judgment. Teachers can do much to nurture creativity in the classroom, but they need guidance, training in behavioral management, and institutional support as well. Creativity and inventiveness must first become important to society to be important in educational institutions. Contains 13 references. (AC)

ED 360 081

PS 021 607

Lambert, Esther; Himsl, Ralph  
Signs of Learning in the Affective Domain.  
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.  
PUB DATE- 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Affective Behavior; \*Affective Objectives; Catholic  
Educators; Catholic Schools; Community Attitudes; \*Educational  
Objectives; Elementary Secondary Education; Foreign Countries;  
Individual Development; Learning Theories; Outcomes of  
Education; \*Role of Education; Self Evaluation (Individuals);  
Student Attitudes; Student Evaluation; \*Teacher Attitudes

IDENTIFIERS- \*Lethbridge Catholic Separate School District 9 AB  
In 1989, the Lethbridge Catholic Schools (LCS) in Alberta,  
Canada, undertook a project to identify affective qualities  
valued as significant outcomes of education in Alberta, devise  
a system for monitoring and recording behaviors which express  
these qualities, and assist educators in their efforts to teach  
and model the behaviors. This report describes the project's  
purposes and outcomes. Chapter 1 provides the context of and  
assumptions behind the project, while chapter 2 presents a  
brief review of the literature on affective education, defining  
it as a learner's attitude toward self, life, school, and  
purpose. Chapter 3 describes the project methodology, which  
included interviews with exactly 100 people in Lethbridge,

Samaras, Anastasia P.

Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.

PUB DATE- Apr 91

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Assisted Testing; \*Learning Strategies; \*Preschool Children; Preschool Education; \*Problem Solving; \*Puzzles; Teacher Student Relationship; \*Thinking Skills

This study was designed to test preschoolers' thinking about strategies and the relationship between strategy selection and performance through the use of computer-presented puzzle tasks. A total of 61 children between the ages of 3 and 5 years were observed to see whether they used trial and error, model consultation, or a mixed strategy to solve animated puzzles. The children were divided into four groups, with each group receiving different levels of feedback before or during the testing by one of two teachers who had instructed them in the mechanics of computer-presented puzzles, and who were blind to the research hypothesis. It was found that the majority of children resorted to the trial and error method. Although a trial and error approach required more trials, it took a shorter period of time than the model consultation or mixed strategy. It appeared that the children were motivated to find the quickest solution to the puzzle rather than the most effective strategy. Contains 38 references. (MDM)

ED 360 100

PS 021 706

Copple, Carol; And Others

Learning Readiness: Promising Strategies.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- 93

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; At Risk Persons; Children; \*Community Programs; Early Intervention; \*Educational Improvement; Elementary Secondary Education; Family (Sociological Unit); \*Learning Readiness; Preschool Education; Program Descriptions; \*School Readiness; \*State Programs

IDENTIFIERS- \*National Education Goals 1990; Project Head Start  
National Education Goal One, as framed by President Bush and the governors of the 50 states in 1989, declares that by the year 2000, all children in America will start school ready to learn. This sourcebook identifies and provides information about 20 promising comprehensive state and local strategies designed to improve learning readiness among children and adolescents. After defining learning readiness, the booklet discusses some obstacles to readiness, such as poor child health, the lack of a stable and caring home environment, and the lack of an engaging and responsive school environment. Successful programs that address the obstacles to learning readiness: (1) are comprehensive and flexible; (2) focus on the whole family; (3)

population trends and projections. Chapters 2-4 address personal, instructional, and school factors important for the success of language-minority students and examine trends and issues in bilingual education. Chapter 5 discusses ways to create school systems that support instruction of language-minority students including: (1) knowing student rights; (2) imparting high expectations; (3) ensuring appropriate student placement; (4) working to reduce the achievement gap; (5) taking an advocacy position in testing and grade retention; (6) improving staff development and minority teacher recruitment; and (7) involving parents in meaningful activities. Chapter 6 covers policy recommendations that include disaggregating student data, demonstrating commitment to uphold civil-rights laws, pursuing excellence and equity (not simply compliance), identifying a top-level administrator as an equity advocate, and joining the equity network. Desegregation assistance centers and other organizations providing information about educational equity are listed. Contains 99 references. (LP)

ED 360 117

RC 019 209

Grant, Agnes; Gillespie, LaVina

Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Alaska Natives; American Indian Culture; \*American Indian Education; American Indians; \*Cultural Awareness; \*Educational Environment; \*Educational Strategies; Elementary Secondary Education; Ethnic Stereotypes; Higher Education; Racial Bias; \*Teacher Education; Textbook Bias

IDENTIFIERS- \*Culturally Responsive Education; Native Americans; \*School Culture

Overwhelmingly, the cultures of schools reflect the norms of middle-class European-Americans. Many young Native Americans fail to adapt to this culture and are perceived as unacceptable and uneducable. Deprivation of a sound educational system and concomitant social relegation lead to dismal educational outcomes and subsequent effects on health, life expectancy, employment, and income. This monograph examines the still prevalent stereotypes and prejudices operating in mainstream society and schools, and explores research findings and resources that can help chart new directions in Native education. Chapter I discusses the history of assimilation policies, historical misinformation about Native American cultures, the dilemma of non-Native teachers teaching Native students, school failure as a form of resistance, and 10 types of bias found in instructional materials. Chapter II describes the diversity of Native cultures, both among groups and over time, and suggests ways that educators can put Native cultural capital to use. Chapter III discusses the importance of training more Native teachers and the value of tribal colleges in this effort. Chapter IV describes ways that all teachers can become more responsive to Native students, parents, and communities; examples of promising practices; and criteria for



EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- \*Adolescents; Age Differences; High Schools; High School Students; \*Risk; Rural Areas; Rural Schools; \*Rural Urban Differences; Rural Youth; Secondary Education; Sex Differences; \*Student Behavior  
IDENTIFIERS- Health Behavior; Health Risk Appraisal; \*West Virginia; \*Youth Risk Behavior Survey

In 1990, the Youth Risk Behavior Survey (YRBS) was completed by a random sample of 1,448 West Virginia public-school students in grades 9-12. The sample was 51 percent male and 89 percent white. About 71 percent of subjects were aged 15-17; 39 percent were in the ninth grade. The YRBS covered behaviors producing vehicle-related or other injuries, drug and alcohol use, sexual behaviors, tobacco use, dietary behaviors, and physical activity. A 6-point scale to measure level of rurality was developed, based on the number of enrolled students per school attendance area in square miles. Half of the subjects attended extremely rural or very rural schools. One-way analysis of variance resulted in significantly higher risk scores on the entire YRBS for males compared to females, for 12th graders compared to lower grades, and for subjects aged 16-18 compared to younger subjects. Both when subjects were clustered as three risk groups (high, average, and low) and when they were clustered as two groups (high and average), discriminant function analysis indicated that rurality was the most consistent discriminator of the groups, with higher risk being associated with less rural classification. Gender was the next most potent discriminator of risk groups, but results were affected by a few extreme scores. (SV)

ED 360 135

RC 019 253

American Indian Higher Education Consortium (AIHEC)

Telecommunications Planning Project. Year One, Final Report and Recommendations.

SPONS. AGENCY- Department of Commerce, Washington, D.C.

PUB DATE- 14 Apr 93

NOTE- 135p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Education; \*Colleges; Consortia; Cooperative Planning; \*Distance Education; \*Educational Planning; Higher Education; \*Networks; \*Telecommunications; \*Trially Controlled Education

IDENTIFIERS- \*American Indian Higher Education Consortium; Bureau of Indian Affairs Schools

After extensive planning, the American Indian Higher Education Consortium (AIHEC) concluded that a satellite telecommunications network linking AIHEC institutions to each other and to other institutions of higher education would greatly enhance their ability to provide quality education to their students and communities. This is the first step in providing a technical and programmatic foundation for future local networks serving branch campuses and off-campus sites, as well as connections to statewide networks. This report documents the year-long planning effort that involved representatives from each of the 27 AIHEC institutions (tribally controlled and Bureau of Indian Affairs colleges) plus outside consultants. Sections cover: (1) project background and mission statement; (2) project design and procedures; (3) planning assumptions related to tribal

references is provided. The appendixes include the instruments and research data. (MDH)

ED 360 154

SE 053 515

Heimlich, Joe E.

Nonformal Environmental Education: Toward a Working Definition.

The Environmental Outlook. ERIC/CSMEE Informational Bulletin.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Definitions; Elementary Secondary Education;

\*Environmental Education; Independent Study; \*Instructional

Improvement; \*Learner Controlled Instruction; \*Learning

Strategies; \*Nonformal Education; Teaching Methods; \*Teaching Models

IDENTIFIERS- \*Informal Learning

Learning activities in environmental education require the use of the physical environment or moving into nature and natural settings to explore issues of the environment. These approaches are sometimes labeled as "nonformal." This informational bulletin examines a taxonomy of four learning environments and explore the application of nonformal learning theory into practice in the arena of environmental education. The bulletin is presented in four sections. The first section establishes definitions for four learning environments: formal learning, nonformal learning, informal learning, and self-directed learning. The second section examines the roles of formal, nonformal, informal and self-directed learning related to environmental education. The third section discusses methods of improving nonformal education in environmental education by stressing the principle that learning is an individual process of meaning-making. The summary reemphasizes that learning outcomes can improve if nonformal learning is an opportunity for the learner to be active, volitional, internally mediated, and in the process of constructing meaning. (MDH)

ED 360 155

SE 053 519

Coburn, William W.

A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries.

PUB DATE- 93

NOTE- 7p.; Paper presented the UNESCO International Conference on Science Education in Developing Countries (Jerusalem, Israel, January 3-8, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Constructivism (Learning); \*Cross Cultural Studies; Cultural Traits; \*Developing Nations; Educational Philosophy;

Educational Principles; Elementary Secondary Education; Foreign

Countries; \*Science Education; \*Western Civilization

IDENTIFIERS- \*Science Achievement

In the West, science is assumed to be an integral part of Western culture. What interests Western educators and policy makers is achievement in science, particularly the comparative achievement in science among students of different Western

April 17, 1993).  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Biology; Concept Formation; High Schools; High  
School Students; \*Misconceptions; \*Problem Solving; \*Science  
Education; \*Scientific Concepts; Secondary School Science  
IDENTIFIERS- \*Osmosis

This study focused on the knowledge of six outstanding science students who solved an osmosis problem meaningfully. That is, they used appropriate and substantially accurate conceptual knowledge to generate an answer. Three generated a correct answer; three, an incorrect answer. This paper identifies both the accurate and inaccurate conceptions about osmosis of each correct and incorrect solver. The investigation consisted of a presolving clinical interview, think-aloud solving of the problem, and retrospective report of the solving. Of the 12 accurate conceptions identified here, 2 were especially important in enabling these solvers to generate a correct answer. Of the eight inaccurate conceptions, either of two blocked a correct answer. Four, however, accompanied (and could therefore be concealed by) a correct answer. Teachers could use this information to make a meaningful solving of this problem accessible to more students and to identify more effectively students' inaccurate conceptions about osmosis. (Contains 23 references.) (Author)

ED 360 177 SE 053 556

Tanner, Joey  
Marine Biology: Ecology of the Sea. A Zephyr Learning Packet.  
Revised.  
PUB DATE- 92  
NOTE- 91p.

LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners) (051)  
DESCRIPTORS- \*Academically Gifted; Concept Formation; Elementary  
Education; Elementary School Science; \*Experiential Learning;  
Ichthyology; \*Independent Study; Interdisciplinary Approach;  
\*Marine Biology; Marine Education; Science Activities; Science  
Curriculum; \*Science Instruction; \*Scientific Concepts;  
Scientific Literacy

From the smallest plankton to the most massive whales, marine biology is the study of the flora and fauna, the living creatures of the ocean. This Zephyr self-directed study unit was developed to bridge the gap between students as passive learners to students as active participants. Originally developed for gifted students, these units emphasize the use of higher-level thinking skills and are appropriate for use in any classroom where the goal is to encourage students to become responsible for their own education. Interdisciplinary in content, the unit envelops a broad view of the topic by integrating the "basics" into each activity. The book contains two complete units: one created for the lower elementary gifted student (kindergarten through third grade) and one created for the upper elementary gifted student (fourth through eighth grades). Suggestions for adapting or adjusting either of the levels to fit any individual classroom are provided. Black and white drawings illustrate each page of text. (PR)

ED 360 178 SE 053 557

Higher Education; Moral Values; \*Peace; Teacher Education Programs

IDENTIFIERS- \*Peace Education; \*United Kingdom

As part of Sweden's Malmo School of Education's "Preparedness for Peace" project, this paper presents interviews with Hilary Lipkin and Richard Yarwood. Lipkin has served as national coordinator for "Teachers for Peace" and Yarwood ran the Peace Education Project at the Peace Pledge Union in London (England). Both of the interviewees discuss their interpretations of the term "peace education", and such related terms as "disarmament education" and "education for peace." They discuss differences between peace education for older and younger children and examine how schools can contribute to peace education. The document also includes notes about Richard Yarwood and lists some of his publications. (SG)

ED 360 196

SO 021 838

Bjerstedt, Ake

Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Undervisning for icke-valdsrelationer: Exemplifierande bibliografi. Pedagogisk dokumentation Nr. 100.

PUB DATE- Jan 90

NOTE- 97p.

LANGUAGE- English; Swedish

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Conflict Resolution; Environmental Education; Foreign Countries; Global Approach; Higher Education; International Relations; \*Peace; War

IDENTIFIERS- Global Education; \*Peace Education; World Views

This document presents a selective bibliography on education for global perspectives and nonviolent relations. The major emphasis is on recent books, reports, and articles in English or in the Scandinavian languages. The document groups the literature in seven content categories and presents introductory comments both in English and in Swedish. Items include: (1) examples of monographs and collections of papers explicitly dealing with peace education; (2) examples of shorter items explicitly addressing peace education; (3) examples of study materials or study guides on peace education; (4) books and articles dealing with such related topics as international understanding or global perspectives in schools; (5) examples of publications dealing with psychological aspects of war, peace, etc.; (6) examples of items dealing more generally with global survival; and (7) examples of Malmo School of Education research and development project reports on peace education topics. (SG)

ED 360 197

SO 022 278

Biennial Report of the United States Institute of Peace, 1991.

Submitted to the Congress and the President of the United States.

PUB DATE- Jan 92

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Conflict Resolution; Disarmament; \*Foreign Policy; \*Government Role; Higher Education; \*International Relations; \*Peace; War

the last five years. When evaluating components of undergraduate education in sociology, department chairs assessed curriculum and faculty/staff resources more positively than the academic preparation and interest and motivation of students. The academic preparation of entering freshmen was ranked as the most important issue of concern to chairs of departments with sociology programs. Other issues ranked as major concerns were student interest and motivation, computer background of students, recruiting and retention of qualified faculty, and appropriateness of class size for introductory courses. All students had access to campus-wide computer resources, but only 37% of respondents stated their department offered undergraduates access to departmental computers. Full time faculty members teaching sociology to undergraduates were 84% White, non-Hispanic; 8% Black, non-Hispanic; 4% Hispanic; 3% Asian; and 1% nonresident alien. A mean of 82% of the instructional contact hours was taught by full-time faculty. (DK)

ED 360 217

SO 023 142

U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- Feb 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Citizen Participation; \*Citizenship Education;

\*Economics; \*Foreign Policy; \*International Trade;

\*International Trade Vocabulary; Public Opinion; Secondary Education; Social Studies; World Affairs

IDENTIFIERS- General Agreement on Tariffs and Trade; North American Free Trade Agreement

This document contains a student text, teacher outline, and lesson plan that places beliefs and values at the center of the national discussion on trade policy. The focus of the unit is particularly relevant with the emergence of U.S. trade policy as a vital public issue. In 1993, two key elements of U.S. trade policy--the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) will occupy a prominent position on the national agenda. This course can provide students with the tools to express their views on these important topics. At the core of the unit is a framework of three options for U.S. trade policy. By exploring a wide ranging spectrum of alternatives, students gain a deeper understanding of the values underlying specific policy recommendations. The background readings are intended to introduce students to the terms and concepts essential to a basic understanding of international trade. Part 1 uses the history of television manufacturing as a context for considering changes in the U.S. position in the global economy since World War II. Part 2 allows students to reflect on the impact of shifting trade patterns on the lives of four U.S. citizens. The unit contains a five-day lesson plan and student activities. The lesson plan calls on students to analyze the global economic changes that have shaped the direction of the television industry. The lesson plan concludes with students developing their own options. An official description of NAFTA

"Collaboration" appears to be a popular trend in business and education as it is discussed more and more frequently in publications. One of the problems associated with collaboration is the lack of clear definition among similar terms such as cooperation, team effort, and partnerships. This paper briefly reviews the literature related to the concept of collaboration and adopts a three-level definition among the terms collaboration, coordination, and cooperation. Cooperation forms the base, coordination forms the second level, and collaboration, the most complex of the three, forms the third level. Each level is generically higher according to the complexity of the process. All three levels must interrelate. When collaboration is viewed as a current organizational structure in education, collaborations are defined as organizational and interorganizational structures where resources, power, and authority are shared in order to achieve common goals that could not be accomplished singly. Another problem related to collaboration is the future. Often the future or success of a collaborative effort rests on the critical issue of ethics. When values collide, collaborations often falter or fail because there was no consensus of ethical guidelines established by the participants. A model to help establish guidelines is suggested which provides a check list of items to be considered, includes a sample of ethical guidelines, and offers a self-explanatory generic model for self-evaluation of ethical issues. Contains 25 references. (Author/DK)

ED 360 236

SO 023 250

Bjerstedt, Ake, Ed.

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.

PUB DATE- 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; International Cooperation; \*International Education; \*International Educational Exchange; \*International Organizations; Interviews; Oral History; Professional Associations; \*Role of Education

IDENTIFIERS- Organizational History; \*Peace Education

The Peace Education Commission (PEC), a subgroup of the IPRA (The International Peace Research Association), was established to facilitate international cooperation among individuals interested in peace education and research related to peace education. PEC is coordinated by a Council and an Executive Secretary (at present Ake Bjerstedt). The full list of former Executive Secretaries of PEC contains five persons who have served in the following order: Christoph Wulf (Germany), Magnus Haavelsrud (Norway), Robert Aspeslagh (the Netherlands), Robin Burns (Australia), and Celina Garcia (Costa Rica). The present Executive Secretary interviewed these five "predecessors" about their opinions on peace education. Present PEC members and other people interested in peace education should find the publication interesting and stimulating. (Author/DB)

ED 360 237

SO 023 251

British Perspectives on Peace Education and Its Difficulties:

citizen in fostering environmental consciousness?" A basic premise running throughout the lessons is that new, globally-oriented thinking must take the place of the old, narrowly defined nation-state system if humanity is going to overcome the environmental crisis facing it. Thus, in addition to lessons such as "Re-thinking 'Security' in the 'New World Order'" and "Weapons Conflict Resolution at the Personal, Social, and International Level," there is also a strong focus on nuclear proliferation as a paradigm of the special dangers of violent confrontation in the modern age. The lessons offer a variety of activities and strategies to encourage an active and constructive engagement with these issues, in particular role-playing, cooperative learning formats, and journaling. A resource list at the end of the packet describes currently available fiction, non-fiction, videos, journals, and organizations relevant to the issues at hand. (RMH)

ED 360 253

SO 023 431

Parker, Franklin  
Teacher Education USA: Western Carolina University Centennial in National Perspective.

PUB DATE- 90

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Historical Materials (060)

DESCRIPTORS- \*Educational History; Elementary Secondary Education; Guidelines; Higher Education; Teacher Certification; \*Teacher Education

IDENTIFIERS- Madison (Robert Lee); National Board for Professional Teaching Standards; \*Normal Schools; \*Western Carolina University NC

Three events in U.S. teacher education are discussed: the founding of the first state supported normal school in Massachusetts in 1839, the founding of Western Carolina University in 1889 (Cullowee, North Carolina), and the announcement by the National Board for Professional Teaching Standards (NBPTS) in 1989 of guidelines for national certification of elementary and secondary school teachers to take effect in 1993. In exploring the reasons for the low status of teaching as a profession, this paper traces the history of teacher education from ancient through colonial and Victorian times. Normal schools were inspired by European models and provided a climate where teacher education could be idealized as a profession without the elite academy and college disdain. By 1900 U.S. teacher education was hindered by low pay, part year work with most schools open only 3 to 7 months a year, and unfair hiring practices in which relatives of school board members usually got the jobs. With the transformation of society from frontier-agrarian to urban-industrial after 1900, normal school training could no longer meet society's need for education. The institutions had to be upgraded or replaced by higher education programs. Opposition came from traditional eastern colleges and universities and the normal school officials. The application of science and psychology to education aided in the switch from normal schools to teacher colleges. In addition, the rising accreditation standards for teachers in the last few years have raised issues that may eventually help to elevate teaching to a higher status. (DK)

ED 360 254

SO 023 432

Immigration/Resettlement Agencies (U.S. Immigration and Naturalization Service, migrant services and education, advocacy/reform/interest groups); Professional Development Opportunities (graduate education, overseas employers and brokers, travel/study/exchange programs); Publishers (books, periodicals, tests); and Media and Technology Producers (video/films, computer software). A list of postal abbreviations is included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 812

FL 800 481

Immigrant Voices: Pursuing an American Dream = Voces de inmigrantes: En busca de un sueño americano.  
SPONS. AGENCY- California State Dept. of Education, Sacramento. Amnesty Education Office.

PUB DATE- 91

NOTE- 39p.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Acculturation; English (Second Language); Hispanic Americans; \*Immigrants; Interviews; Language Proficiency; \*Limited English Speaking; Student Needs

IDENTIFIERS- \*California

Dedicated to the 1.6 million Californians newly legalized under the Immigration Reform and Control Act of 1986, this booklet summarizes interviews with 148 immigrants conducted as part of the Amnesty Education Outreach Project. The interviews included the following topics: why they came, their educational experiences, changes in their lives, their dreams, and opening doors to their dreams. In interviews at educational agencies throughout California, including public adult schools, community-based organizations, and community colleges, groups of six to eight students met with bilingual staff. Most responded in Spanish. This document is comprised of excerpts from those interviews. Of the 148 individuals interviewed, 94 were male and 54 were female. Nearly 50 percent had been attending classes for 1 year or less. Nearly two-thirds were employed, and most stated that they use English outside of class, primarily in work-related settings. More than two-thirds were enrolled only in English-as-a-Second-Language (ESL) and civics classes. Two-thirds had children. Just over half of the children were currently attending school. Students reported needs in several areas: English language skills, finances, child care, transportation, and parking. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 813

FL 800 500

Ouellette, Bruno

L'analphabetisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta).

PUB DATE- Oct 90

NOTE- 180p.

LANGUAGE- French

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adult Literacy; Foreign Countries; \*French; French Canadians; \*Illiteracy; \*Literacy Education; Questionnaires

IDENTIFIERS- \*Alberta; \*Francophone Education (Canada)

Research conducted by the Canadian Institute for Adult Education



(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; Educational Attainment;  
\*Educationally Disadvantaged; Educational Status Comparison;  
\*Hispanic Americans; \*Immigrants; Mexican Americans;  
\*Socioeconomic Status; Spanish

IDENTIFIERS- \*Michigan (Kalamazoo County)

The socioeconomic profile of clients who received the services of the Hispanic Liaison Program (HLP) from May 1991 to October 1992 is presented. The HLP's primary objective is to serve as a link between the existing services in Kalamazoo County, Michigan, and the Hispanic population, a group of people often underserved due to language, cultural, and economic barriers. Statistics were gathered from the main client database and organized according to their educational attainment level. Four categories were established: elementary, high school, vocational, and college. The data make it clear that education has a significant impact on the economic standing of the Hispanic population, with the more educated clients having a higher annual income, smaller family size, more normalized immigration status, and better employment opportunities. Mexican Americans were concentrated in the undereducated group and other Hispanic ethnic groups were highly represented in the college group. Additional findings are: (1) there is a large group of single, undereducated clients; (2) college-educated families tend to use Spanish more often at home than high school-educated families; (3) 100 percent of the elderly clients are concentrated in the undereducated groups; (4) 17 percent of the clients are non-documented, 35 percent are U.S. citizens, 33 percent are permanent residents, and the remaining 14 percent are unknown, visitors, or temporary workers; and (5) 66 percent of the clients are under 35 years old. Tables and graphs illustrate the findings. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 833

FL 800 650

Family Talk Time. A Curriculum for Refugee and Immigrant Parents. SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.; Washington State Dept. of Social and Health Services, Olympia. Mental Health Div.

PUB DATE- 92

NOTE- 126p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Acculturation; Adult Literacy; Community Programs; Cultural Awareness; Cultural Pluralism; Curriculum Development; \*English (Second Language); \*Family Role; \*Immigrants; Literacy Education; Parent Child Relationship; Parenting Skills; \*Parent Materials; \*Parent School Relationship; \*Refugees; Self Esteem

IDENTIFIERS- Washington (Seattle)

The Family Talk Time Curriculum is designed to provide the skills, information, and self-confidence needed to empower refugee and immigrant parents to raise their children successfully in the United States. It is part of the Washington state Multi-ethnic Family Intervention Project at the Refugee Women's Alliance. The curriculum was developed over a 2-year period by a multi-ethnic group of 10 refugee mothers, a bilingual staff, and parent educators from Seattle Central Community College. All techniques are designed to elicit input and opinions from the participants, to facilitate sharing among them, to introduce new information, to improve problem-solving skills, and to improve English language literacy skills. The

section called "Resources for Learning Partners: Understanding Diversity," which lists books and articles that may provide good background information on teaching and learning in a cross-cultural setting. A response page is attached for user comments. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 853

HE 025 745

Programs in the California State University that Support Public School Improvement.

PUB DATE- Dec 89

NOTE- 31p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Beginning Teachers; \*College School Cooperation; Elementary Secondary Education; Higher Education; Leadership; Minority Groups; \*Program Descriptions; Public Schools; \*School Community Relationship; School Demography; Teacher Education

IDENTIFIERS- California State University; \*California State University Inst for Teach Learn; \*College Teaching and Learning Collection

This publication describes programs in the California State University (CSU) system that support public school improvements in five areas: public school diversity, curriculum improvement, teacher diversification, teacher education, and leadership. An introduction notes the pressing urgency of school improvement and describes the need for business and community involvement in the five areas. The following five sections each cover one area providing an overview of issues followed by examples of relevant programs in which CSU is involved. The section on public school diversity notes that the majority of students in the California public school system are non-white and details concerns over an "achievement gap". Nine projects are described. The section on curriculum improvement also describes nine projects in this area. The section on diversifying the teacher pool discusses the projected shortage of teachers and two major statewide efforts to support beginning teachers. Nineteen projects are briefly summarized. Teacher education is focused on next with a discussion of reforms, national studies, and CSU accomplishments and challenges in this area. Six projects are described. Finally, the section on leadership describes statewide efforts overall as well as six sample programs for improving leadership. A conclusion stresses the complexity of the commitment to these issues. An article from the "Chronicle of Higher Education" on the CSU programs is appended. (JB)

ED 359 854

HE 025 748

Goldstein, Bernard

Student Outcomes Assessment in the California State University.

Report of the California State University Advisory Committee on Student Outcomes Assessment.

PUB DATE- Dec 89

NOTE- 47p.; This document is part of a collection produced under the auspices of the California State University Institute for

Colleges; Educational Planning; Higher Education;  
\*Institutional Advancement; Long Range Planning;  
\*Organizational Change; \*Organizational Communication;  
Organizational Objectives; Universities

This paper addresses what characteristics of institutional approaches to change succeed in achieving stated institutional aims within a higher education context. It asserts, through an examination of two case studies, that successful organizational change depends on context-laden feedback-driven processes that result in steady incremental improvement. Further, it argues that successful organizational reform depends on polylogical leaders who: (1) develop an understanding of the cultural realities of different internal and external constituents--with themselves included as key constituents; (2) relate to different constituents in terms of their respective cultural realities in order to establish new expectations of the organization; and (3) work with each significant internal and local group to raise expectations, and then to close that group's expectation/experience gaps. The challenge of planning and implementing organizational change, therefore, lies in ensuring that constituents become creatively engaged in the process of bridging the gap between raised expectations and actual experience. (Contains 12 references.) (GLR)

ED 359 872

HE 026 569

Bogler, Ronit

Public Loss of Confidence in the U.S. Government: Implications for Higher Education.

PUB DATE- 16 Apr 93

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; College Faculty; Credibility;

\*Educational Quality; Federal Government; Futures (of Society);

\*Government School Relationship; Higher Education; \*Mass Media

Effects; \*Public Opinion; Resource Allocation; School

Effectiveness; \*School Support; Teacher Attitudes

The unsatisfactory status of higher education in the United States has many explanations, such as the declining value of scholarship and academic ethos and the neglect of teaching obligations in favor of research duties. This paper posits another theory for the skepticism toward academic institutions: the general loss of confidence of the American people toward their government. This general feeling of distrust is described in terms of a disease in which the most influential institution, the government, becomes infected first, followed by similar infections to the other institutions. The relationships between the federal government and the academic institutions, between the public and the learning establishments, and the effects of the mass media are discussed, including problems of the professorate and the tension that has developed between teaching and research obligations. The paper concludes with a call to faculty to take advantage of the current change in the political climate and act toward changing the general atmosphere surrounding academia. (Contains 41 references.) (GLR)

ED 359 873

HE 026 570

personnel to merge the worlds of theory and practice in which both parties achieve parity in governance and resource allocation, use negotiation as the chief problem-solving process, and promote communication between and among all levels of the partnership. The study sought teachers' perceptions of the collaborative process. Twelve faculty members of an elementary school, in its first operational year as a PDS, participated in interviews and classroom observations. Results revealed that: (1) an event beyond the teachers' control was usually responsible for their initial exploration of PDS; (2) the information that teachers remembered receiving about their role within a PDS was limited and had little effect on their decision to join; (3) teachers made their decision to become a part of the PDS based on their expectation of greater control over their environment; (4) teachers hoped the formation of the PDS would provide opportunities for them to assert greater control over their personal and professional growth; (5) the teachers' desire for control over their environment increased through their participation in PDS. Contains 14 references. (JB)

ED 359 891

HE 026 588

Crawford, Clarence C.

Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.

PUB DATE- 10 Jun 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administrative Problems; Colleges; Educational Finance; Eligibility; \*Federal Programs; Federal Regulation; Financial Problems; Financial Services; Higher Education; Loan Default; Program Design; \*Program Implementation; \*Program Improvement; \*Student Loan Programs

IDENTIFIERS- \*Department of Education; \*Direct Lending; Guaranteed Student Loan Program

In the current implementation of the Federal Direct Student Loan Program, there are lessons to be learned from past higher education loan programs, better ways to administer these programs and direct loans, and points to remember as direct loans are implemented. Current guaranteed student loan programs have been the subject of scrutiny recently because of rising costs related to defaulted loans and Department of Education inefficiencies. Loan program problems have involved program structure, weak gatekeeping procedures, and inadequate financial and management systems. Many of these problems will require the continued attention of the Congress and the Department of Education regardless of implementation of a new direct loan structure. Other issues that could be addressed include continuing to strengthen the Department's gatekeeping procedures, strengthening the incentives for effective loan servicing, and expediting efforts to develop a comprehensive plan to correct Department financial and management systems. A comprehensive strategy is needed for the direct loan conversion effort which should address the management and oversight of the conversion, human resources and support requirements, loan servicing and support to schools and students, and management and the winding down of the guaranteed loan portfolio. (Lists 13 related Government Accounting Office publications.) (JB)

Regents' and accreditation requirements. Institutional commitment and progress, however, varies widely, and it is suggested that the Utah State Legislature should act to spur greater efforts in developing these assessments at those institutions where their development is found to be at an unsatisfactory pace. Legislative alternatives are discussed. The report states that acquiring more information on faculty workload will require considerable political and administrative effort to overcome the barriers which now limit its availability. Obstacles to the availability of this information and problems with existing reports on faculty workload are identified. A past effort to collect workload data shows differences in teaching loads among Utah System of Higher Education (USHE) institutions that may be important to legislators or the public. However, the report data is incomplete and may not be accurate, suggesting that the legislature may wish to authorize regular reports on faculty workload. Appendices provide USHE institutional progress reports on student assessment programs and activities. (GLR)

ED 359 911

HE 026 610

El-Khawas, Elaine  
Campus Trends, 1993. Higher Education Panel Report Number 83.  
PUB DATE- Jul 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Information  
Analyses/State-of-the-art Materials (070), Test, Questionnaires,  
Evaluation Instruments (160)

DESCRIPTORS- \*College Administration; \*Community Colleges;  
Comparative Analysis; Educational Assessment; \*Educational  
Change; Educational Finance; \*Educational Planning; Educational  
Quality; Enrollment; Geographic Regions; Higher Education;  
\*Private Colleges; \*Public Colleges; Questionnaires; Trend  
Analysis

This report represents responses from 406 (out of 510) colleges, community colleges, and universities to a questionnaire survey concerning the changes taking place in the academic and administrative practices of American colleges and universities. Changes are discussed by type of institution: 2-year public, 4-year public, and independent institutions. For many topics, responses are compared with responses given on previous surveys. The collective image emerging from the report indicates evidence of much active planning and new initiatives by schools as well as documenting substantial variation by type of institution and geographic location. The report reveals: (1) continuing financial pressures, with strong regional differences; (2) downsizing and enrollment limits for some institutions; (3) active planning and restructuring, including widespread use of program review and student assessment as well as quality assessment; (4) uneven progress on the status of women in higher education; and (5) flexible program delivery for most institutions with a growing use of electronic instructional delivery. Appendices provide the data tables created from the survey, the technical notes, and the survey questionnaire. Contains 17 references. (GLR)

ED 359 912

HE 026 611

Dalton, Herbert F., Jr.  
Helping People Discover Educational Opportunities: The Higher  
Education Information Center.

PUB DATE- Mar 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Computer Assisted Instruction; Educational Cooperation; \*Educational Technology; Elementary Secondary Education; Extracurricular Activities; \*Information Dissemination; \*Interdisciplinary Approach; Partnerships in Education; \*Pilot Projects; Program Evaluation; Technological Advancement

IDENTIFIERS- \*United States (Great Lakes Region)

Pioneering Partners for Educational Technology was created to enhance learning in kindergarten through grade 12 by accelerating the use of educational technology. The program spotlights 24 project teams from Great Lakes states that are already using technology in creative ways in the following states: (1) Illinois; (2) Indiana; (3) Michigan; (4) Minnesota; (5) New York; (6) Ohio; (7) Pennsylvania; and (8) Wisconsin. Winning teams receive recognition, training, and coalition building assistance and see their project ideas disseminated. As a result, students across the area benefit. Narratives of the 24 programs that received Pioneering Partnership awards in 1992 are presented. They include in-school and extracurricular activities in basic skills and interdisciplinary approaches for elementary schools and secondary schools. (SLD)

ED 359 931

IR 016 146

Baker, Robert, Comp.; And Others

A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial.

PUB DATE- Apr 92

NOTE- 29p.; For a related document, see IR 016 142. A report on an interactive video teaching trial held in Rockhampton, in March 1992. The trial was conducted by the Open Access Centre of the Queensland Department of Education in conjunction with the Capricornia Region of the Department of Education.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; Cost Effectiveness; Educational Practices; Educational Technology; Elementary Education; Elementary School Students; \*Elementary School Teachers; Evaluators; Foreign Countries; French; \*Interactive Video; Interviews; Japanese; \*Rural Schools; \*Second Language Instruction; \*Teaching Methods; Television

IDENTIFIERS- \*Australia (Queensland)

An interactive video trial involved teaching two Year-7 lessons to elementary school students in Queensland (Australia). French was taught to one class through two-way video and audio so that students and teachers could see and hear each other, and Japanese was taught simultaneously to three classes through one-way video and two-way audio. Evaluation was conducted through participant interviews with teachers and students at the five schools, and observation by seven staff members of the School of Education of the University of Central Queensland. Picture quality was considered excellent, but quality of sound was less satisfactory. Two-way video and audio was clearly preferred to one-way video with two-way audio. Orientation and training are necessary to ensure that the technology is accepted and used appropriately, but this form of interactive teaching and

Research and Development; \*Research and Development Centers;  
Videotape Cassettes  
IDENTIFIERS- \*Product Development; University of Washington;  
\*Virtual Reality

This booklet contains information about the Human Interface Technology Laboratory (HITL), which was established by the Washington Technology Center at the University of Washington to transform virtual world concepts and research into practical, economically viable technology products. The booklet is divided into seven sections: (1) a brief description of virtual worlds technology; (2) a description of HITL and how it interfaces with its parent institutions and surrounding community; (3) a list of HITL staff, fellows, and students, with a one-paragraph description of the activities of each; (4) a description of the Virtual Worlds Consortium, which works to enhance commercial applications of virtual worlds technology and a list of participating corporations; (5) lists of HITL core activities, enabling technologies, projected concept demonstration dates, and targeted markets; (6) an order form and a list of approximately 60 HITL technical publications; and (7) reprints from newspaper and magazine articles about virtual reality and HITL. A brief description of "sci.virtual-worlds," a multidisciplinary USENET newsgroup devoted to discussions of the subject, is given on the inside back cover. (KRN)

ED 359 952

IR 054 447

Spivey, Mark A.

Library Ethics: An Aspirational and Culturally Sensitive  
Alternative to Its Commandments.

PUB DATE- 92

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Codes of Ethics; Confidentiality; \*Cultural  
Differences; Freedom of Information; Higher Education;  
\*Librarians; \*Library Science; \*Moral Values; \*Social Values;  
Standards

IDENTIFIERS- Moral Reasoning; \*Professional Ethics

Cultural diversity raises dilemmas for the library profession, some of which are difficult to resolve on the basis of its absolutist ethical prescriptions. Psychological studies of class, cultural, and gender differences in moral reasoning support a professional ethics based upon care and cultural sensitivity, instead of universal and obligatory principles. Librarians can change their professional codes of conduct, in order to express more realistically their aspirations and community responsibilities, while accommodating social differences. (Contains 19 references.) (Author)

ED 359 953

IR 054 448

King, Christine; And Others

Library Skills for Psychological Research: A Workbook for  
Psychology 121. 3rd Edition.

PUB DATE- 92

NOTE- 103p.; For the 2nd edition, see ED 317 213.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners)

(051), Test, Questionnaires, Evaluation Instruments (160)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Advisory Committees; \*Bibliographies; College Faculty; College Libraries; Course Evaluation; \*Curriculum Development; \*Educational Improvement; Educational Objectives; Guidelines; Higher Education; Instructional Effectiveness; \*Librarians; \*Library Instruction; Library Services; Library Skills; Reference Services; Teaching Methods; Undergraduate Students

IDENTIFIERS- \*Wichita State University KS

The Bibliographic Instruction Committee of the Wichita State (Kansas) University Libraries recommended changes to improve the current bibliographic instruction program for lower division undergraduates. The shortcomings of the current program, one class period in a required English course, were analyzed; and suggestions were made to improve the instruction given to students, who come to the university with a broad range of expertise in library skills. Recommendations include the following: (1) provide multiple options for students to learn about the library; (2) reduce the amount of time that reference librarians spend on undergraduate-level bibliographic instruction, allowing them to develop upper-level and graduate programs; (3) involve all library faculty in the instructional program; (4) allow the library to reach some goals defined by its planning committee, including enhancement of teaching functions; (5) allow the reference department to address issues of more effective strategies for users and increasing demands for bibliographic instruction; and (6) allow the library to meet the research component of the general education guidelines developed for the university by offering the first step in basic library skills and developing some higher-level courses. Appendixes contain sample library skills tests and a list of course outlines from other institutions. (Contains 38 references.) (SLD)

ED 359 973

IR 054 604

Oliver, S. Kemble, III

Building the South Carolina Network for Educational

Telecomputing. Four Years of Growth and Success--Bringing

Educators Together. Annual Report to BellSouth Foundation.

Project REACH, Telecommunications Grant (1 July 1992-1 April 1993).

SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.

PUB DATE- 1 Apr 93

NOTE- 242p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Annual Reports; Colleges; \*Computer Networks;

Educational Cooperation; \*Educational Technology; Elementary

Secondary Education; Higher Education; \*Information Networks;

Inservice Teacher Education; School Districts; State Programs;

\*Systems Development; Technical Assistance;

\*Telecommunications; Training

IDENTIFIERS- \*Project REACH SC; \*South Carolina

Expanding on its original purpose in developing an electronic community of humanities teachers and students in South Carolina from an existing agricultural telecommunications system, Project REACH received authorization from its sponsor, the BellSouth Foundation, to develop a statewide network for



PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Accreditation (Institutions); Accrediting Agencies; \*Administrator Attitudes; \*Allied Health Occupations Education; Community Colleges; Evaluation Criteria; Foreign Countries; Institutional Evaluation; Program Administration; \*Program Effectiveness; \*Program Evaluation; School Surveys; \*Technical Education; Two Year Colleges; Vocational Education  
IDENTIFIERS- \*Canada

The allied medical education accreditation process in Canada, coordinated by review committees of the Canadian Medical Association in collaboration with 36 national organizations, encompasses more than 570 accredited sites and involves approximately 120 programs in 10 allied medical disciplines. To help ensure that the accreditation process remains relevant to the needs of programs and partner organizations, a questionnaire was developed and distributed to 840 accreditation participants in March 1990, including all individuals responsible for accredited programs at community colleges, institutes of technology, and clinical sites, as well as presidents and committee members of accrediting partner organizations. A total of 600 surveys were returned for a 71% response rate. Survey results included the following: (1) 90% of the respondents were satisfied with the accreditation process; (2) 69% of the respondents believed that the benefits of accreditation are equal to or greater than the cost; (3) 67% of the respondents were in agreement with the present arrangement for paying for accreditation, although 14% viewed the current arrangement as a problem, and 5% viewed it as a major problem; (4) 87% of the respondents strongly agreed that the present objectives of accreditation should be retained with minor modifications; (5) 56% of the respondents favored the inclusion of post-diploma programs in the accreditation process; and (6) 93% of the respondents thought the time between accreditation surveys should be 5 years or less. Sixteen recommendations for program improvement and the survey instrument are included. (PAA)

ED 359 993

JC 930 317

Brinkman, Charles R., IV  
How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment?

PUB DATE- 93

NOTE- 44p.; Graduate seminar paper, University of California, Los Angeles.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; Bachelors Degrees; \*College Graduates; Community Colleges; \*Enrollment Influences; \*Enrollment Trends; Fees; Paying for College; Politics of Education; Student Characteristics; \*Student Costs; \*Tuition; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- \*California Community Colleges

The study reported in this paper was conducted to determine how the implementation of a 1993 differential fee policy in California that charges higher fees to students with a bachelor's degree will affect the enrollment of students with bachelor's degrees, and how this policy may change the overall enrollments of the California community college system. Enrollment data were collected from individual institutions,

Friedlander, Jack

Are We Using Instructional Technology Effectively?

PUB DATE- 93

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Planning; Community Colleges; Computer Assisted Instruction; Computer Oriented Programs; \*Computer Uses in Education; \*Cost Effectiveness; Educational Change; \*Educational Finance; \*Educational Resources; \*Educational Technology; Educational Trends; \*Instructional Development; Instructional Effectiveness; Program Costs; Two Year Colleges

There has been dramatic growth at community colleges over the past decade in the use of computer and video technology in instruction programs, in academic and career counseling processes, to access libraries and other information databases, and for specific student support services. This has resulted in the creation of new support staff positions to manage computer programs, maintain equipment, and train staff. Since resources available to two-year colleges remain scarce, the increased use of computer technology raises important questions about sources of money to support initial capital investments and cover ongoing costs of instructional technology, and the ability of colleges to afford using both traditional and new technology-based instructional delivery systems. In California, a substantial portion of the funds used to purchase instructional technology in recent years has come from state equipment allocations paid for by voter approved bonds and state lottery allocations. The continued availability of these allocations is uncertain. Institutional operating costs are rising faster than cost-of-living adjustments from the state, and community colleges are in essence diverting funds from other areas of their budgets to pay for technology-based instructional delivery systems that operate alongside existing delivery systems. Community college leaders, therefore, should begin experimenting with methods of incorporating instructional technology into restructured delivery systems that utilize the capabilities of technology while maintaining the benefits of existing systems. (PAA)

ED 360 009

JC 930 357

Holsclaw, Mick

Chancellor's Office Management Information System: A Report.

PUB DATE- 9 Sep 93

NOTE- 35p.; Discussed as Agenda Item 6 of a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; \*Computer Networks; \*Computer Uses in Education; Data Analysis; \*Data Collection; \*Data Processing; Electronic Mail; Information Centers; \*Information Networks; Information Transfer; \*Management Information Systems; Program Implementation; School Demography; School Statistics; Statistical Analysis; Telecommunications; Two Year Colleges

IDENTIFIERS- California Community Colleges

Analysis; Higher Education; \*Job Satisfaction; School Surveys;  
\*Teacher Attitudes; \*Teacher Salaries; \*Teaching (Occupation);  
Two Year Colleges; Universities; Work Attitudes; Work  
Environment

A study was conducted to ascertain whether two-year college faculty are significantly different than faculties at research, doctoral granting, comprehensive, or liberal arts institutions on four measures of job dissatisfaction. Drawing from responses to the 1989 Survey Among College and University Faculty conducted by the Carnegie Foundation, the study compared faculty perceptions about the context of higher education in society; time constraints; salary; and thoughts about leaving the profession. A total of 510 two-year college faculty survey responses were compared with equivalent numbers of responses from each of eight institutional categories (Research types I and II, Doctoral Granting types I and II, Comprehensive types I and II, and Liberal Arts types I and II). Study results included the following: (1) two-year faculty were less confident about the quality of students and higher education's ability to help society than faculty at Liberal Arts I institutions; (2) two-year college faculty were less likely to perceive problems with time constraints than faculty at all other institutions; (3) two-year faculty respondents held significantly higher perceptions of their salary than other faculty; and (4) two-year college faculty did not hold significantly different thoughts about leaving the profession than other faculty, with all groups expressing little intention of leaving the profession. Data tables and 14 references are included. (PAA)

ED 360 026

JC 930 377

Marrow, Alvin J.

The Hazard Community College "50 Mile Club."

PUB DATE- 20 Jul 93

NOTE- 7p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Community Colleges; \*Employee Assistance Programs;  
\*Health Programs; \*Health Promotion; Program Descriptions;  
\*Program Development; Program Effectiveness; School Personnel;  
Two Year Colleges

IDENTIFIERS- \*Hazard Community College KY

In planning for the 1989-90 academic year, Hazard Community College's Employee Professional Development Committee recommended and gained approval for a wellness program that would assist all employees in reducing stress and becoming more physically fit. Similar to fitness programs in the business sector, the wellness program utilized community facilities for aerobics, jogging, walking, tennis, racquetball, swimming, and weightlifting, and provided a qualified physical fitness instructor to individualize activities to each participant's abilities. The program, designed to run only 5 weeks, was expanded to 10 weeks due to overwhelming demand. In fall 1992, the college created an in-house version of the wellness program, calling it the "50 Mile Club." Employees were encouraged to set aside 50 days each semester to focus on physical fitness. An equivalency table was established to

established in 1929 by Yoshiki Takasaki and Takashi Takenami based on their belief in the importance of the education of children and parents. Kodomo no Kyoyo emphasized scientific approaches to child education, and psychologists, doctors, and scientists contributed articles to the association's journal. The religious background of the association's Christian staff influenced the association's position on child rearing and education. Kodomo no Kyoyo provided parents with a variety of learning opportunities, including short training courses, lecture and discussion meetings, and mothers' schools. Though both movements were active throughout Japan, they attracted primarily middle-class parents who were enthusiastic about their children's education. Both continued to publish until World War II. Japan's current social problems may speak to the need to promote parents' re-education once again. (AC)

ED 360 043

PS 021 425

Solomon, Daniel; And Others

A Longitudinal Investigation of the Effects of a School

Intervention Program on Children's Social Development.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- 26 Mar 93

NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Early Intervention; Elementary Education; Elementary School Students; \*Ethical Instruction; Junior High Schools; Junior High School Students; Longitudinal Studies; \*Outcomes of Education; Program Effectiveness; Prosocial Behavior; Social Attitudes; \*Social Cognition; \*Social Development; Student Attitudes

IDENTIFIERS- \*Child Development Project

The Child Development Project (CDP) is a school-based program designed to foster children's social, ethical, and intellectual development through activities emphasizing cooperative learning, developmental discipline, social understanding, interpersonal helping, and prosocial values. The CDP was implemented in kindergarten through fourth grade by regular classroom teachers with a cohort of students who began kindergarten in fall 1983 in three northern California elementary schools. At one of the schools, CDP continued through grade 6. Students from two CDP and two comparison schools entered the same intermediate school, where long-term effects of the program were assessed. In kindergarten and grades 2, 4, and 8, individual interviews with the CDP and comparison students were conducted to assess certain social skills, inclinations, and values. In addition, group questionnaires were administered in grades 7 and 8. Study findings indicated that the program had some sustained effects on children's social development. Conflict resolution, which had shown strong effects in earlier years, maintained this effect in the eighth grade. Two moral reasoning variables concerned with helping and responding to transgressions showed a small effect when combined across years. Self-esteem, which had not shown an effect when last assessed in elementary school, showed a quite strong effect in eighth grade. Finally, the program's effect on democratic values, which was significant in grade 4, disappeared by grade 8. (AC)

Family Status.

PUB DATE- 90

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Family Influence; Family Status; \*Family Structure;  
Kindergarten; \*Kindergarten Children; \*Peer Relationship;  
\*Popularity; Primary Education; Public Schools; \*Self Concept;  
\*Young Children

IDENTIFIERS- \*Sociometric Status

This study examined the relationship among peer status, family status, and self-concept of 184 kindergarten children from 10 classes in a mid-sized mid-south city. Self-concept data was collected using the Woolner Preschool Self-Concept Picture Test, and popularity data was collected using a peer-nomination procedure. Teachers provided information on family structure, with four structures identified for the study: child residing with both parents; child residing with one birth parent; child residing with one birth parent and one step-parent; and other types. Analysis showed that all four family types were found within the sample, although more than half of the children lived with both birth parents. No differences were found in self-concept score by sex, nor were there differences in peer popularity by sex. Informal analysis revealed no relationship between low self-concept and isolate peer status, and no relationship between children of divorced parents and isolate status. (MM)

ED 360 063

PS 021 546

Neapolitan, D. M.

An Analysis of the Formal Features of "Reality-Based" Television Programs.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

PUB DATE- Mar 93

NOTE- 36p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Broadcast Journalism; \*Broadcast Television;  
\*Content Analysis; Documentaries; \*Programing (Broadcast);  
Television Research

IDENTIFIERS- Feature Analysis; \*Perceived Reality; \*Reality Based Television Programs; Television News

Reality-based television programs showcase actual footage or recreate actual events, and include programs such as "America's Most Wanted" and "Rescue 911." To identify the features that typify reality-based television programs, this study conducted an analysis of formal features used in reality-based programs. Formal features are defined as specific production techniques that are independent of content, message, or story. These features include cuts, dissolves, fades, zooms, voice characterizations, sound effects, and music. Samples of programming broadcast by the ABC, NBC, CBS, and Fox networks were collected for analysis. Programs were classified into six categories: (1) humorous reality; (2) serious reality; (3) serious re-enactment; (4) humorous fictional, or situation comedies; (5) serious fictional, or dramas; and (6) factual, or primetime news. Based on Nielsen ratings for March and May of 1992, the three top rated programs from each of the six

including students from grades 1 to 12, children, parents, educators, and citizens in a wide range of occupations to determine their perceptions of indicators of success in school and related behaviors. Chapter 4 presents five final indicators identified by the project: (1) self-worth; (2) ability to relate to others; (3) world awareness; (4) desire to learn; and (5) spiritual life. For each indicator, three corresponding behaviors are listed, and a conceptual model is described that relates the indicator to the whole person. Chapter 5 describes instruments developed to observe and record the identified behaviors, including brochures describing the behaviors, a class checklist, student self-evaluations, and feedback forms for parents and students. Chapter 6 provides a summary discussion of implications of the project and recommendations for LCS. Policies for LCS, and the observation instruments are appended. Contains 30 references. (AC)

ED 360 082

PS 021 608

Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School.

PUB DATE- 93

NOTE- 28p.; Cover title varies.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Achievement; Achievement Tests; Educational Change; \*Elementary School Students; \*Instructional Improvement; Organizational Development; Outcomes of Education; Primary Education; School Organization; Scores; Standardized Tests; \*Student Attitudes; Student Behavior; \*Teacher Attitudes; Teacher Role; Whole Language Approach

IDENTIFIERS- \*Developmentally Appropriate Programs; Franklin County School District MS

In response to standardized test scores that did not accurately reflect student learning, Franklin Lower Elementary School in Meadville, Mississippi, began a process of restructuring to become a developmentally appropriate school by using hands-on materials, focusing on whole language, and emphasizing the development of thinking skills. To demonstrate the effects of this process on student outcomes, achievement tests were administered to first and second graders in December 1992; student behavior records were reviewed from 1988 through 1992; and attitude surveys were administered to students, parents, and teachers in 1992. Results of the assessments indicated that: (1) for first graders, average achievement test scores were 84% for reading and 81% for math, both above the national average; (2) for second graders, average achievement test scores were 54% for reading and 78% for math, also above the national average; (3) absences at the school decreased each year since the 1988-89 school year for students overall, although they increased for black males; (4) discipline referrals decreased from 100 during the 1988-89 school year to just over 20 in 1991-92; (5) among the student attitudes surveyed, students' attitude toward teachers was the most positive; (6) among items rated by parents, teachers were rated most positively, while testing was given the least favorable rating; and (7) classroom teachers were more positive about the curriculum and teachers' roles than were assistant teachers or support teachers. The survey instruments are appended. (BCY)

ED 360 083

PS 021 609

are accessible and client-oriented; (4) build relationships of trust and respect with children and families; and (5) emphasize prevention rather than remediation. The greater part of the sourcebook consists of two-page profiles of learning readiness programs in eight preschools, four elementary schools, and four secondary schools, and eight learning readiness programs for families and individuals of all ages. Each profile explains the primary focus of the program and the program's scope, describes the program and its funding, discusses evaluations and future plans of the program, and provides the name, address, and telephone number of a contact person. Several full-page black and white photographs illustrate the text. Contains 136 references. (MDM)

ED 360 101

PS 021 751

Katz, Lilian G.

Five Perspectives on Quality in Early Childhood Programs.

Perspectives from ERIC/EECE: A Monograph Series, No. 1.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 101p.; Revised version of a paper prepared for the European Conference on the Quality of Early Childhood Education (2nd, Worcester, England, United Kingdom, August 1992).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071), Reference Materials -  
Bibliographies (131)

DESCRIPTORS- \*Early Childhood Education; \*Educational Assessment;  
\*Educational Quality; \*Evaluation Methods; Family School  
Relationship; School Community Relationship; Student  
Experience; Teacher Attitudes

IDENTIFIERS- Childhood Experiences; ERIC Trends Issues Papers;  
Program Characteristics

This monograph on quality in early childhood programs contains two parts: an exploratory essay on the subject and an annotated bibliography selected from a search of the ERIC data base from 1985 through April 1993. The essay examines five perspectives on assessing the quality of early childhood programs. A top-down perspective on quality assessment identifies selected characteristics of a program, such as adult-child ratios and staff qualifications. A bottom-up perspective attempts to determine how the program is experienced by the participating children. Such an approach asks, among other things, whether the children feel accepted by peers, protected by adults, and interested in, rather than bored or frustrated by, their experiences. The experiences of the families served by a program are assessed in an outside-inside perspective, which asks whether families feel that they are accepted and that their goals for their children are respected. The fourth perspective, from the inside, considers how a program is experienced by its staff. In this approach, working conditions, career advancement, and respect for staff are assessed. Finally, the outside perspective takes into account how the community is served by the program through assessing such factors as allocation of community resources and affordability of the program to families. The implications of the use of multiple perspectives for assessing program quality are discussed. A list of 20 references is provided. The bibliography of documents and journal articles on quality in early childhood programs that follows the essay forms the bulk of the document. Each item in the bibliography contains

constructing a theory of Native education. An annotated bibliography includes 48 related items available through the ERIC system. Contains 72 references. (SV)

ED 360 118

RC 019 220

Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona.

SPONS. AGENCY- Arizona Minority Education Access and Achievement Cooperative, Phoenix.

PUB DATE- Sep 92

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Academic Achievement; \*Access to Education; American Indian Education; \*College School Cooperation; Cooperative Programs; Demonstration Programs; Educational Improvement; Elementary Secondary Education; Mathematics Education; Mexican American Education; \*Minority Groups; \*Partnerships in Education; Program Descriptions; \*Science Education

IDENTIFIERS- \*Arizona

This directory lists 48 successful public school, community college, and public university partnership programs to improve access and educational achievement for Arizona's American Indians, Hispanic-Americans, and other minority groups. The directory was compiled from questionnaires mailed to programs identified by the Arizona Minority Education Access and Achievement Cooperative (AMEAAC). AMEAAC is a voluntary association of senior-level public education officials and citizens whose primary mission is to improve minority educational achievement through cooperative planning, program development and shared expertise. The programs are listed in three categories: (1) Dwight D. Eisenhower Mathematics and Science Education Act programs funded for fiscal year 1990-91; (2) AMEAAC Medallion Award programs honored in 1991 for their success and promise for future replication; and (3) AMEAAC funded pilot programs. Entries provide the name of the program, program goals, participants, target groups, selection criteria for program participants, length of program, program impact and achievements, when the program ceases to exist or its funding ends, and the program director's name and address. Also included are an alphabetical index of programs, a map showing program locations, and a glossary. (LP)

ED 360 119

RC 019 221

Hadley, Marilyn; Wood, Robert W.

Teen Workers: Developing a Work Ethic or Gratifying Material Needs?

PUB DATE- 90

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*Administrator Attitudes; High Schools; \*High School Students; Principals; \*Rural Education; School District Size; \*Student Employment; \*Work Ethic

IDENTIFIERS- \*South Dakota

Secondary school administrators in South Dakota were surveyed



differences and autonomy, funding sources, new technology, regional clustering, staffing, and training; (4) program and services needs assessment; (5) technical considerations in networking; (6) operational and administrative considerations related to staffing, enrollment, course procedures, and staff training; (7) governance and organizational issues; (8) operational costs and funding; (9) second year planning and objectives; (10) potential funding sources; and (11) future network developments. Recommendations in each area are summarized. Appendices include lists of AIHEC representatives and project personnel, a project timeline, sample budgets, profiles of telecommunications facilities at AIHEC institutions, and descriptions of six national distance-learning networks and three approaches to video production. (SV)

ED 360 136

RC 019 255

Special Education in Early Childhood. A Burning Issues Series Report.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Migrant Education.

PUB DATE- 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Coordination; Educational Policy; \*Federal Programs; \*Identification; Labeling (of Persons); Limited English Speaking; \*Migrant Children; Migrant Education; Parent Attitudes; Parent Participation; \*Preschool Education; Puerto Ricans; \*Special Education

The National Preschool Coordination Project's (NPCP) Interstate Coordination Committee identified problems in finding and providing special education services for preschool migrant children. They propose training for parents and migrant staff and coordination among agencies to improve services. The NPCP Subcommittee on Special Education identified the following needs: (1) improved identification of migrant students with special needs; (2) more effective placement of migrant students needing special education; (3) training of service providers; (4) appropriate practices in the delivery of services; (5) consistency in services; and (6) coordination among service providers. An essay written for parents in Spanish and English, titled "Ninos Diferentes/Different Children," encourages parents to seek services for their children and become involved in education. Also included are reprints of the following articles: (1) "Practices and Policies in the Education of Migrant Students in Special Education" (Richard A. Figueroa); (2) "The Impact of Policies for Handicapped Children on Future Early Education Policy" (James J. Gallagher); (3) "Referring Language Minority Students to Special Education" (Paula Olson); and (4) "Making Sense of Disability: Low-Income, Puerto Rican Parents' Theories of the Problem" (Beth Harry). The bibliography lists articles, ERIC resources, books and periodicals, and organizations and services. (KS)

ED 360 137

RC 019 256

Promising Practices in Early Childhood Education. Volume I.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- Dec 91

NOTE- 39p.; Some graphics will not reproduce clearly.

LANGUAGE- English

nations plus Japan. Americans are constantly asking whether or not our students know as much science as Japanese and German students, for example. While educators in non-Western, developing nations share an interest in achievement, they ask other questions that rarely arise in the West, more fundamental questions about world view and the compatibility of various non-Western world views with modern science. There is also the question of what influences Western scientific thought has on traditional thought, and whether those influences are always advantageous. Several scholars from Yemen, Nigeria, Lesotho, Botswana, and the United States have formed a cooperative team to examine some of these issues. Three points addressed by the research are: (1) the fallible and subjective nature of science; (2) learning as a constructive process; and (3) cultural features shared by the United States and developing countries. (MDH)

ED 360 156

SE 053 521

Tsapogas, John, Ed.

Characteristics of Recent Science and Engineering Graduates:

1990. Detailed Statistical Tables. Surveys of Science Resources Series.

PUB DATE- 92

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*College Graduates; Employment Statistics;

\*Engineering Education; \*Engineers; Ethnic Groups; Graduate Students; Higher Education; \*Individual Characteristics; Mail Surveys; Occupational Information; Questionnaires; Racial Differences; Salaries; \*School Demography; Science Education; Scientists; Sex Differences; Student Characteristics; Surveys; Tables (Data); Undergraduate Students

IDENTIFIERS- New Entrants Survey; \*Science Majors

This report presents the data collected as part of the 1990 New Entrants Survey on the demographic, education, and employment characteristics of recent college graduates in science and engineering fields. A major objective of the survey was to develop national estimates and characteristics of the total population of scientists and engineers in the United States. The report is presented in three sections. The first section discusses the survey design, response rates of the sample (25,686) of science and engineering graduates in 1988 and 1989, definitions of key variables in the survey, differences of the survey results with other data sources, and sampling errors. The second section, which makes up the majority of the report, presents detailed statistical tables reporting graduate characteristics by field of degree, sex, graduate school status, employment status, racial/ethnic group, type of employer, primary work activity, and annual salaries. The tables are grouped into the following science and engineering categories: (1) 1988 bachelor's-degree recipients; (2) 1988 master's-degree recipients; (3) 1989 bachelor's-degree recipients; (4) 1989 master's-degree recipients; (5) median annual salaries of 1988 and 1989 bachelor's-degree recipients; (6) median annual salaries of 1988 and 1989 master's-degree recipients; and (7) selected employment characteristics of 1988 and 1989 bachelor's- and master's-degree recipients. The third section reproduces a copy of the questionnaire used in the survey.

Vogt, Gregory L., Ed.; Wargo, Michael J., Ed.  
 Microgravity: A Teacher's Guide with Activities. Secondary Level.  
 PUB DATE- Jul 92  
 NOTE- 64p.; Photographs will not reproduce clearly.  
 LANGUAGE- English  
 EDRS Price- MF01/PC03 Plus Postage.  
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
 Classroom Use - Teaching Guides (For Teacher) (052)  
 DESCRIPTORS- Experiential Learning; \*Gravity (Physics); Science  
 Activities; \*Science Instruction; Scientific Concepts;  
 Secondary Education; Secondary School Science; Space Sciences;  
 \*Space Utilization  
 IDENTIFIERS- \*Microgravity

A microgravity environment is one that will impart to an object a net acceleration that is small compared with that produced by Earth at its surface. In practice, such acceleration will range from about one percent of Earth's gravitational acceleration to better than one part in a million. This teacher's guide presents an introduction to microgravity, a microgravity primer discusses the fluid state, combustion science, materials science, biotechnology, and microgravity and space flight, and 12 microgravity activities (free fall demonstration; falling water, gravity and acceleration, inertial balance--2 parts, gravity driven fluid flow, candle flames, candle drop, contact angle, fiber pulling, crystal growth and microscopic observation of crystal growth). Each activity contains: the objective, background, procedure and materials needed. Some activities also includes suggested questions and further research. These activities used metric units of measure. A one-page glossary defines words used in microgravity research and 22 microgravity references are provided. The guide is amply illustrated with black and white photographs, diagrams, and drawings. (PR)

ED 360 179

SE 053 563

Mason, Diana; Crawley, Frank E.  
 Remediation, Bridging Explanations, Worked Examples and  
 Discussion: Their Effectiveness as Teaching Strategies in a  
 Freshman-Level Nonscience Major Chemistry Course.  
 PUB DATE- Apr 93  
 NOTE- 17p.; Paper presented at the Annual Meeting of the National  
 Association for the Research Science Teaching (Atlanta, GA,  
 April 18, 1993).  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
 Papers, "Papers Presented at..." (150)  
 DESCRIPTORS- Chemical Bonding; \*Chemistry; Classroom Research;  
 College Freshmen; \*College Science; Concept Formation;  
 Discussion (Teaching Technique); Higher Education; \*Nonmajors;  
 \*Remedial Instruction; \*Science Instruction; Scientific  
 Concepts; Teaching Methods  
 IDENTIFIERS- Science Education Research

This research investigated the teaching of concrete chemical concepts and procedures to beginning chemistry students. Data were collected for this study from students enrolled in a university-level course for nonscience majors (n=171). In the topic studied, chemical bonding, four different teaching strategies were investigated: remediation of basic concepts, bridging explanations, worked examples, and student-initiated discussions of concepts. Statistical analyses were used to compare each teaching strategy against the exam score on

IDENTIFIERS- \*Peace Studies

This document is the third in a series of biennial reports on the United States Institute of Peace. The Institute devotes itself to matters of international peace based on freedom and justice. Functioning as a nonideological educational resource for policymakers and officials, the Institute does not intervene directly in the formulation or conduct of U.S. foreign policy. Principal purposes of the Institute include: (1) expanding knowledge about international conflict and peace by sponsoring research, analysis, and training; (2) disseminating such knowledge; and (3) promoting understanding of the complexities of international conflict and peace among the U.S. public. The Institute promotes its goals through grants, fellowships, research, education and training, and library and information services. As Chapter 1 of the report indicates, the Institute undertook special initiatives during fiscal years 1990 and 1991 concerning the Middle East and Eastern Europe. In addition, according to Chapter 2, the Institute continued ongoing efforts in such areas as international conflict management, arms control, East-West relations, and sources of violence. Chapter 3 describes the Institute's education and training activities and has sections entitled "Helping Educate Secondary and Postsecondary Teachers and Students" and "Training for Other Professions." Chapter 4 discusses grants, fellowships, and research programs that the Institute sponsors. Descriptions of management and corporate affairs and biographies of Institute board members and senior staff comprise Chapter 5. A chairman's statement, message from the president, an overview, and three appendices regarding the United States Institute of Peace and its enabling legislation are attached. (SG)

ED 360 198

SO 022 597

Boeren, Ad J. J. M., Ed.; Epskamp, Kees P., Ed.  
Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO  
Paperback No. 13.

PUB DATE- 90

NOTE- 477p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - Proceedings (021)

DESCRIPTORS- \*Cultural Background; \*Developing Nations; Economic Opportunities; \*Educational Development; Educational Opportunities; Elementary Secondary Education; Foreign Countries; International Cooperation; Living Standards; Modernization; \*Quality of Life; \*Socioeconomic Influences; \*Traditionalism; Vocational Education; Womens Education; Work Experience Programs

IDENTIFIERS- Africa; Asia (Southeast); Latin America; Netherlands

This book contains the partial proceedings of a symposium dedicated to concern for basic education for the masses. The book includes a position paper that focuses on education in relation to its cultural setting, socio-economic context, and partnerships in research. The result of the meeting was the identification of research that seemed instrumental in addressing problematic issues in education in developing countries. The outcomes of the research were expected to contribute to an improvement of the accessibility, relevance, and effectiveness of education. The volume contains 28 articles written by participants in the symposium, beginning with a position paper that provides the theoretical framework. The articles are grouped into four sections. The first section

and an explanation of the ongoing GATT negotiations also is included. (DK)

ED 360 218

SO 023 143

Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- Apr 93

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Citizen Participation; \*Citizenship Education;

\*Economics; Foreign Countries; \*Foreign Policy; \*International Relations; Public Opinion; Secondary Education; Social Studies; World Affairs

IDENTIFIERS- \*Foreign Aid; Marshall Plan; Perestroika; \*Russia; USSR

This unit of study allows students and teachers to step back from the confusing media reports of the day-to-day turmoil in the former Soviet Union (FSU) and to examine it from a more thoughtful vantage point. The unit focuses on the most important instrument of U.S. policy toward the FSU--economic assistance. At the core of the unit are four distinct options for U.S. aid policy. Each option contains a different perspective on the threats and opportunities presented by conditions in the FSU. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions underlying U.S. foreign aid programs. The background readings provide students with information to assess U.S. policy. Part 1 describes the political and economic context of the Marshall Plan adopted in 1948 in the aftermath of World War II, and calls on students to compare the situation in Western Europe at that time with the current state of affairs in the FSU. Part 2 traces the historical roots of the Soviet command economy, the failure of perestroika, and the course of political and economic reform in the former Soviet states. The unit contains a five-day lesson plan and student activities. Students assess the Marshall Plan, reflect on how people in the FSU view the changes affecting their lives, and role play a simulation in which students assume the role of advocates for the four options. On the final day of the lesson plan students develop coherent policy recommendations based on their own values and beliefs. (DK)

ED 360 219

SO 023 144

Nickell, Pat

Alternative Assessment: Implications for Social Studies. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)

Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100.

PUB DATE- Jan 90

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Civil Liberties; Conflict Resolution; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; International Cooperation; \*International Education; International Educational Exchange; Interviews; \*Peace; Teacher Education; \*Teaching Experience; Teaching Methods; War

IDENTIFIERS- \*Great Britain; Nonviolence; \*Peace Education

The project group "Preparedness for Peace," at the Malmo School of Education (Sweden), studies possible ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, the project group conducts interviews with people engaged in the problems of peace education. This publication presents conversations with four people from Great Britain--Helen Collinson, Mildred Masheder, Chris Sewell, and Patricia White--who have all been professionally involved in activities related to peace education. (Author)

ED 360 238

SO 023 270

Gallagher, Arlene F., Ed.

Acting Together. Readers Theatre: Excerpts from Children's

Literature on Themes from the Constitution.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 91

NOTE- 123p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic)

(030), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Childrens Literature; Citizenship Education; \*Constitutional History; \*Constitutional Law; Elementary Education; Law Related Education; Learning Activities; \*Readers Theatre; \*Social Studies

IDENTIFIERS- \*United States Constitution

This book summarizes itself as "A collection of excerpts from children's literature on themes related to the United States Constitution scripted in Readers Theatre format for elementary school students." It is based upon the belief that an integrated curriculum that correlates content and skills is most appropriate at the elementary level. It contains scripts of stories that reflect constitutional principles and concepts with which the classroom teacher can infuse the study of the U.S. Constitution into the existing curriculum. Teaching is most effective when based on strategies that are characterized by student involvement and participation. This is especially important in citizenship education because students are unlikely to learn to become participating citizens if they only listen to instruction or work independently. A goal of this collection is to develop the child's ability to see more than one side or point of view regarding an issue or problem. The

Kimmel, Paul R.

Assessing the Impact of Peace Building Processes.

PUB DATE- 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Awareness; Cultural Differences;

\*Intercultural Communication; \*International Relations; \*Peace;  
Program Evaluation; Social Science Research; \*Social Theories;  
World Affairs

It is important for those interested in contributing to a stable world peace to focus their attention and work on positive, proactive programs that will promote peace building rather than negative, reactive programs intended to reduce violence. This paper focuses on such a training program for international negotiators. The program is intended to develop self-awareness and intercultural communication skills that will enable the negotiators to understand and collaborate with each other more effectively in future negotiations. The impact of these informed negotiations on the process of peace building is assessed. Peace building is a process that takes place through social organizations and relationships that can deal with the conflicts, stresses, and frustrations that are inevitable in international relations without resorting to violent behavior and war. (DB)

ED 360 255

SP 034 239

Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 91

NOTE- 59p.; Prepared by the National Guidelines Task Force.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Concept Formation; \*Curriculum Development; Educational Practices; \*Elementary School Teachers; Elementary Secondary Education; Guidelines; Health Promotion; \*Secondary School Teachers; \*Sex Education; \*Sexuality

IDENTIFIERS- \*Age Appropriateness; Task Force Approach

The National Guidelines for Comprehensive Sexuality Education were developed by a Sex Information and Education Council of the United States (SIECUS) task force made up of health, education, and sex education professionals. The group was tasked with formulating sex education concepts and guidelines within four developmental levels, from kindergarten through high school, to provide classroom teachers with a theoretical basis for daily programs. Following a discussion of the goals and values of sex education, the main body of the document focuses on six key concepts: human development (reproductive anatomy, reproduction, puberty, body image, and sexual identity); relationships (families, friendship, love, dating, marriage, and parenting); personal skill (decision making, communication, assertiveness, and negotiation); sexual behavior (masturbation, abstinence, human sexual response, fantasy, and sexual dysfunction); sexual health (abortion, sexually transmitted diseases, HIV infection, and reproductive health); and society and culture (gender roles, sexuality in the law and religion, and sexual diversity). Tables displaying key concepts and a topical outline are provided. (LL)

revealed an alarming degree of illiteracy among francophone adults living in Canada. In the province of Alberta the illiteracy rate was dramatic, with estimates of up to 10,000 adults who were francophone by birth and yet illiterate in French. This report describes the underlying factors influencing the intervention of a literacy project for this population (including demographic, historical, and socioeconomic issues for Franco-Albertans) that was launched in 1989 on the initiative of the Lifelong Education Department of the Faculte Saint-Jean of the University of Alberta. A primary finding was that an adult literacy program should be developed and implemented by fall 1990. The recommendations include specific suggestions for implementing such a program regionally, taking into account the special needs of the aged, youth, and women. They also outline the required human, financial, and material resources needed and offer suggestions for future research. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)



teaching techniques include student stories, problem posing, brainstorming, charts and grids, student-drawn pictures, journal writing, and grammar activities. Chapters include: (1) Raising Children in the U.S. (remembering family history and culture, methods of discipline in different cultures, teenagers); (2) Understanding American Schools (parent-teacher conferences, supporting your children in school, notes from school); (3) Changing Family Roles in the U.S. (comparing customs and traditions about marriage, family violence, family planning); (4) Taking Care of Yourself (coping with depression, raising self-esteem); and (5) Using Community Resources (low-cost family entertainment, crime prevention). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Cover title varies slightly.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*College Outcomes Assessment; Educational Change; \*Educational Policy; Educational Trends; Enrollment Trends; Government School Relationship; Higher Education; Outcomes of Education; Policy Formation; School Community Relationship; Sociocultural Patterns; \*State Universities

IDENTIFIERS- California; California State University; \*California State University Inst for Teach Learn; \*College Teaching and Learning Collection

This publication presents the findings and conclusions as well as policy recommendations for a California State University (CSU) policy on student outcomes assessment. The report was formulated based on 16 meetings to study and discuss assessment issues, to review material from the campuses and to provide guidance to CSU representatives serving on an assessment study group advisory to the California Postsecondary Commission. Chapter 1, "CSU Involvement with Student Outcomes Assessment" defines outcomes assessment, describes the undergraduate education reform movement, conferences, assessment projects and committee work on the issue, and state government interest. Chapter 2, "Factors Contributing to Interest in Student Outcomes Assessment" offers statements by leaders illustrating concerns about assessment and description of actions by governmental and professional agencies. Chapter 3, "Guiding Principles for Assessing Student Outcomes in the CSU," describes the reasons for adopting the twelve principles that guided response to external agencies and proposal of recommendations. Chapter 4, "Recommendations for a California State University Assessment Policy" contains 15 recommendations that seek to balance various objectives and responsibilities. Three appendixes contain current assessment practices at CSU, a summary of responses to a survey, and a bibliography of over 50 items. (JB)

Lyman, Linda L.

Connected Knowing: Evaluating a Women and Leadership Seminar.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - General (140)

DESCRIPTORS- Course Descriptions; Course Evaluation; \*Course Objectives; Elementary Secondary Education; Evaluation Methods; Graduate Study; Group Discussion; \*Group Dynamics; \*Group Instruction; Higher Education; \*Leadership Training; \*Professional Development; Seminars; Student Reaction; \*Teaching Methods; Women Administrators

IDENTIFIERS- \*Bradley University IL

This paper reports on an evaluation of the effectiveness of a graduate seminar on "Women and Leadership" attended by 18 participants during the 1992 winter interim at Bradley University, Peoria, Illinois. The course was based on theoretical assumptions from the literature about leadership and about women's development. The three major course objectives were: (1) to encourage development of each woman's "voice"; (2) to enhance each woman's leadership effectiveness; and (3) to raise each woman's professional aspirations. The paper includes a description of course design, materials, and activities. The evaluation comprises analysis of essay responses to final exam questions, responses on the university's required faculty form, and responses to a follow-up questionnaire completed 6 months after the course ended. Evaluation indicated that the course was highly effective in accomplishing the three objectives and that this success was related to the course's structure and design. Self-confidence of each participant was enhanced due to the exploration of the concept of "voice" and the idea that women may lead differently from men and still be effective. Class participants, encouraged by each other and through the examples of the guest speakers, illustrate that, through mutual effort and sharing, the group achieves more than any individual could alone. (GLR)

Callan, Patrick M.; Finney, Joni E.

By Design or Default? A Report.

PUB DATE- Jun 93

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Education; Economic Factors; Educational

Demand; Educational Finance; Educational Objectives;

\*Educational Trends; Enrollment; Fees; Futures (of Society);

\*Higher Education; Long Range Planning; Policy Formation;

\*Public Education; \*Public Policy; State Aid; \*Statewide

Planning

IDENTIFIERS- \*California; National Center for Higher Educ  
Management Systems; Public Discourse; \*State College and  
University Systems

The state of California faces trends which will significantly shape higher education in the coming century and which require public debate and decision in the near future. The trends are enrollment growth coupled with continued slow economic growth with consequent low appropriations for education. A study by the National Center for Higher Education Management Systems (NCHEMS) found that California would not be able to meet expected increased demand for postsecondary education without significantly altering the relationship between the state and its institutions of higher education. The cost of maintaining the current system will require either an increased proportion of state revenues for higher education or increased student fees. Faculty, students, administrators and others gathered for four informal meetings specifically to generate policy options that might guide future debate. Participants developed a list of areas for debate: the aims of higher education, paying for higher education, flexibility and responsibility, and quality. The state can either begin asking and tackling broader and more fundamental policy questions in an effort to design a new approach to the future or stay with the current fragmented, short-term, by-default approach. Appendixes list report contributors and participants in the four policy meetings. (JB)

PUB DATE- Apr 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Access to Education; Access to Information; Career Education; Career Information Systems; \*College Admission; Cooperative Programs; Financial Support; Higher Education; Information Dissemination; \*Information Services; Libraries; Low Income Groups; \*Outreach Programs; Scholarships; Student Financial Aid

This report describes the development, mission, activities, funding, and administrative process of the Education Resources Institute's Higher Education Information Center. The Center, serving Boston and other Massachusetts communities, provides information on the educational opportunities and the availability of student financial aid, as well as encouragement and assistance in the application process, to those students and their families who would otherwise not be able to participate in higher education. Among the Center's services are various youth programs; programs for women who have lost their primary source of financial support through death, separation, or divorce; and a library drop-in service and career learning line. The Center also publishes numerous materials on such subjects as career guidance, locating funding sources, college preparation, and the transition from high school to college. Collaboration is a primary activity of the Center, and tips for building collaborative efforts are listed. In addition, operational and funding aspects of running Center programs and the Center itself are discussed. Finally, the report examines the various considerations and steps required in order to develop such a Center in other communities. (GLR)

learning may prove a cost-effective addition to, or substitute for, some current educational practices. Potential applications include use in smaller and more isolated schools and the provision of key lessons to multiple or remote sites. Four appendixes contain the trial interview schedule and comments and draft reports from three evaluators. (SLD)

ED 359 932

IR 016 148

Newman, Denis; And Others

The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29.

PUB DATE- Jun 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Achievement Gains; \*Computer Assisted Instruction; Computer Networks; Educational Change; Educational Improvement; Elementary Education; \*Elementary School Students; Elementary School Teachers; Literacy; Outcomes of Education; \*School Restructuring; Scores; Standardized Tests; \*Student Attitudes; Test Results; Urban Schools; Whole Language Approach; Writing Instruction

IDENTIFIERS- Internet; New York City Board of Education; \*Sense of Community

In the fall of 1990, seven teachers at the Ralph Bunche School, a public elementary school in Harlem (New York) began an experiment in school restructuring they called the Computer Mini-School. An unexpected outcome of the project was an increase in standardized test scores among their 120 students. This outcome is explored. It is argued that the greater sense of stability and community that the program brought about was a contributing factor. The background and history of the project are traced. Students and teachers developed a tradition of staying outside school hours, in many cases adding to the instructional time available. A whole language approach to literacy was used, and computers were used extensively for student writing and a student newspaper. From the experiences of the Ralph Bunche School, the following principles for design of a project-based school are presented: (1) students and teachers take increasing responsibility; (2) workplaces are the units of work and communication; and (3) connecting the local area network and wide area networks, such as the Internet, is very useful. The sense of community and emotional belonging that became possible with the smaller class sizes, educational technology, and teacher sense of ownership were probable contributors to improved achievement test scores. Two figures illustrate the discussion. (Contains 5 references.) (SLD)

DESCRIPTORS- College Libraries; \*Course Integrated Library Instruction; Government Publications; Higher Education; \*Library Skills; Newspapers; Online Catalogs; \*Online Searching; Periodicals; \*Psychology; Reference Materials; Research Skills; Search Strategies

IDENTIFIERS- State University of New York Stony Brook

This workbook on library skills for psychological research covers: (1) how to look up books by title or author, including an introduction to STARS (the Stony Brook Automated Retrieval System); (2) how to find books by subject using STARS and how to consult the Library of Congress List of Subject Headings; (3) the kinds of informational questions in psychology that can be answered with reference works and the types of reference books available; (4) the importance of journals for psychological research and how to identify appropriate journals; (5) how to use a periodical index, the Stony Brook Union List of Serials, and the titles of periodical indexes useful for research in psychology; (6) how to use abstracting sources and the titles of abstracting sources useful for psychology; (7) how to use the Social Sciences Citation Index, CD-ROMs, and computerized information retrieval; (8) how to use newspapers and general magazines, the use of specialized newspaper indexes, and location of microform articles; (9) the use of reference sources for getting information about psychological tests and measures; and (10) government documents in the Stony Brook library and how to locate appropriate documents. Each chapter contains review questions, an answer key, and samples of questions that appear on the course practicum exam. (KRN)

educational telecommunications and to provide training and technical and program support for any individual or organization in the state. A statewide educational telecomputing network was created with participants from virtually all of the 92 school districts in the state, most of its colleges and universities, and a majority of the 16 technical colleges. This report is the fourth of four annual reports summarizing the objectives and accomplishments of the project. The project has been able to take advantage of a wide area network connecting South Carolina institutions of higher education to conduct training seminars and has provided extensive training and technical support for the telecommunications system that must be regarded as in its infancy. Teachers across the state are receiving training and learning to use electronic information applications. Some of the remaining problems and issues for the future of the network are discussed. (SLD)



the Office of the Chancellor of the California Community Colleges, state community college systems outside California, and the Center for the Study of Community Colleges, which provided nationwide statistics. Results of the study included the following: (1) before the fee increase, approximately 7% to 15% of California's community college students held a bachelor's degree or higher, with the attendance rate of college graduates increasing gradually in recent years; (2) there was an overall increase in student enrollment in California community colleges between 1990 and 1992; (3) while college enrollments were up 3% nationwide, California experienced a nearly 9% drop in enrollment in spring 1993; (4) California experienced a systemwide drop of nearly 50% in baccalaureate or higher level students in spring 1993, representing a 4% overall student loss; and (5) the number of full-time equivalent students is declining, with students taking fewer units. A bibliography, a list of tables, and the survey instrument are included. (MAB)

In 1987, the Chancellor's Office of the California Community Colleges (CCC) began implementation of the Management Information System (MIS) to improve its data collection and analysis capabilities by utilizing electronic mail communications systemwide. Specifically, the project seeks to replace paper copies of data generated for reporting requirements and serve as a resource for local research, examination of policy issues, and inquiries about the CCC. Phase I of the MIS was initiated in 1989-90, making data available concerning student profiles, course and program outcomes, matriculation, student services programs, high school performance reports, curriculum analysis, vocational education accountability, student high school of origin, and course data. To date, 57 of the 71 CCC districts have supplied all the MIS data files in phase I at least once. Phase II of the MIS project was begun in 1992, providing the CCC districts with grant money to enhance electronic mail access and make more data available via the MIS, including staff demographics, vocational education, basic skills limits, transfer and articulation, and college calendar information. In addition to the incentive grants, the Chancellor's Office has funded other projects to provide electronic access to frequently requested CCC documents. Appendixes provide information on districts reporting data as of August, 1993 and describe the Systemwide Communications Infrastructure designed by the California Community Colleges to aid the MIS project. (MAB)

equate time spent in a physical activity to mileage. Participants logging over 50 miles received a tee shirt. The first group of participants began in fall 1992, and 15 employees completed at least 50 miles. Each subsequent group has had an increased number of participants, each developing his/her own personal work out program. A sample progress chart is included. (MAB)

Kagan, Sharon L.; And Others

Family Education and Training: From Research to Practice.

Implementation Plan. Report No. 14.

SPONS. AGENCY- Office of Educational Research and Improvement  
(Ed), Washington, DC.

PUB DATE- Feb 93

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Development; Adult Learning; Adult Vocational  
Education; Career Development; \*Child Care Occupations;

Employment Programs; Federal Programs; \*Job Training;

Literature Reviews; \*Low Income Groups; \*Mothers; \*Parent

Education; Parenting Skills; Program Descriptions; Research and

Development; \*Theory Practice Relationship; Welfare Services

This report provides an overview of the second year of the Family

Education and Training Program, a project constructed to: (1)

investigate the impact of a comprehensive child care training  
program on the employability of low-income mothers; and (2)

assess the effect of training and support in parenting and job  
readiness on parenting skills and children's cognitive and

social competence. During the first year of the project, a

comprehensive literature review was conducted. During the  
second year, the idea behind the project was converted into a

field program and research design. Based on findings from the  
literature review, an intervention was designed, an

implementation plan was developed, and a site was selected.

Section I of the report introduces the project, following which

section II presents key findings from the Year I literature

review. In sections III, IV, and V, the report reviews existing  
child care training, parenting, and job readiness curricula,

with the goal of laying the foundation of the curriculum to be  
used in the project. Section VI surveys the experiences of

current and recently operating child care training programs,  
culling field-based lessons on program structure, population,

staffing, support services, and outcomes. Section VII recounts  
advancements made in locating an appropriate home for the

program and developing a research design for evaluating the  
program. Finally, section VIII explicitly describes the

structure and content of the program's proposed intervention,  
detailing its framework, schedule, and staffing patterns. Four

appendices present reference lists of child care training  
curricula and projects, parenting curricula, and job readiness

curricula. (Contains 46 references.) (Author/AC)

categories were selected, and one example of each program was videotaped. Two 5-minute segments from each program were selected for coding, and trained coders analyzed formal features of these segments. Analysis revealed that serious re-enactment and serious reality programs were similar to primetime news programs in terms of their formal features, and trained coders had difficulty in accurately distinguishing these two categories of reality-based programs from news programs. (MM)

ED 360 064

PS 021 549

Gifford, Jean; Cahir, Pam  
Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief  
and Taxation Issues.

PUB DATE- Mar 92

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Day Care; Day Care Centers; Early Childhood  
Education; \*Federal Aid; Foreign Countries; \*Operating  
Expenses; Quality Control; \*Resource Allocation; Taxes  
IDENTIFIERS- \*Australia; Child Care Costs; Child Care Needs;  
\*Government Subsidies; Services for Families with Child Prog  
(Australia); Special Needs Children

This paper examines issues raised in an earlier paper prepared by the Australian government, viewed from the perspective of the children's services field. The government paper discussed fee relief and operational subsidies, and suggested five possible funding packages. Part 1 of the paper considers operational subsidies in child care. This part outlines the history of the use of operational subsidies, and of funding provisions of the Child Care Act and within the Services for Families with Children Program (SFCP); reviews proposed changes to child care funding policies; and examines likely consequences of the proposed changes. Parts 2 through 7 discuss: (1) funding of services for children with special needs; (2) fee relief; (3) child care not related to parents' work situation; (4) tax issues; (5) reforming SFCP; and (6) recommendations on child care by the National Association of Community Based Children's Services and the Australian Early Childhood Association. Descriptions of available operational subsidies and fee relief are attached. (MM)

Hale, Catherine; Windecker, Elizabeth  
Influence of Parent-Child Interaction during Reading on  
Preschoolers' Cognitive Abilities.

PUB DATE- Apr 92

NOTE- 19p.; Paper presented at the Meeting of the Western  
Psychological Association (72nd, Portland, OR, April 30-May 3,  
1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150), Test, Questionnaires,  
Evaluation Instruments (160)

DESCRIPTORS- \*Cognitive Ability; Cognitive Development;  
Creativity; Family Influence; \*Parent Child Relationship;  
\*Parent Role; \*Preschool Children; Preschool Education;  
Qualitative Research; Rating Scales; \*Reading Aloud to Others;  
Reading Habits; Reading Research; Self Concept; \*Story Reading;  
Vocabulary Development

To gather information on the relationship of parent behavior during reading situations to preschool children's cognitive ability, a study of 12 female and 9 male preschool children and their parents was undertaken. Children were administered a battery of tests that measured intelligence, creativity, perceived self-competence, and language skills. Parent-child interactions during reading time were assessed by videotaping parents while they read two stories to their children, one containing words and concepts easy for the child to understand, the other containing vocabulary and concepts developmentally advanced for the child. These sessions were qualitatively assessed according to nine variables, which were: parents' adjustment to the child's needs, feedback, verbal stimulation, type of utterances outside of reading, and consistency of storytelling; children's orientation and level of utterances; general interaction; and length of interaction. Finally, questionnaires completed by parents provided information on the quantity of home reading, the dynamics of parent-child reading sessions, and parents' reading practices. Results revealed significant relationships between the quantity of parent-child reading interactions and the child's level of vocabulary development. Children's creativity was related to the quality of parent-child reading interactions, and children's perceived competence was related to both the quantity and quality of parent-child reading. The parent questionnaire and qualitative rating scales for reading activities are appended. (BCY)

bibliographic information and an abstract of the document or article. (BC)

ED 360 102

PS 021 752

Katz, Lilian G.

Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 34p.; Revised version of the opening address presented at the Warwick International Early Years Conference (1st, Warwick, England, United Kingdom, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reference Materials - Bibliographies (131)

DESCRIPTORS- Child Development; Early Childhood Education;

\*Educational Trends; \*Information Dissemination; Information Utilization; Knowledge Level; Specialization

IDENTIFIERS- \*Educational Issues; ERIC Trends Issues Papers; Information Load; Knowledge Acquisition

This monograph consists of a paper outlining current trends in education and discussing issues related to the dissemination of knowledge, and a selected ERIC bibliography on this subject. Trends highlighted in the paper include: (1) the expansion of information; (2) the increasing pace of specialization; (3) the tendency of groups interested in education to blame other groups for the problems of education; and (4) the development of public and political sentiment against professionals and experts. This latter trend has an impact on education in various ways: through the inclusion of community leaders who are not experts in education on panels that set educational policy; through the conflict between fundamentalist groups and educational innovators; and via the punitive tone of recent school reforms. Issues discussed include: (1) the need to disseminate that amount of information which optimizes users' acquisition and adoption; (2) the benefits of information redundancy; (3) finding the balance of small- and large-scale concepts in research; (4) the "vividness" problem and use of the media; (5) presentation of information at a time propitious for its use; and (6) different orientations toward knowledge held by researchers, educators, and clinicians. The implications of these trends and issues for educational practice are briefly examined. The bibliography of documents and journal articles on the dissemination of educational knowledge that follows the paper were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

concerning the status of working teenagers. A questionnaire was sent to all public school principals (N=182) who had students in grades 9-12; 149 principals or 82% responded. Results indicate that 30 percent of South Dakota students age 14 years or older work, with the greatest percentage of working students from large school districts. Few schools (18 percent) use a work permit form. A perceived benefit associated with students working is an increased sense of responsibility; however, respondents were split in their perceptions of willingness to stick to a task, sense of accomplishment, and increased self-esteem as benefits of working students. In addition, 22 percent of respondents added money as a benefit for working students. Drawbacks to student employment include decreased school involvement, decreased academic performance, and decreased time spent on homework. Few administrators viewed the effect of working on student learning as a serious problem; most respondents felt this was a slight to moderate problem. (LP)



EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bilingual Education; \*Early Intervention; English (Second Language); \*Family Programs; \*Home Programs; \*Migrant Children; Migrant Education; Migrant Programs; \*Parent Education; Parenting Skills; Parent Participation; Parents as Teachers; Preschool Children; \*Preschool Education

This document describes programs that serve migrant preschool children and their families or that would be adaptable to the migrant population. Model programs illustrate trends in the direction of a "whole family" approach to early childhood education, respect for the importance of proficiency in the child's first language with regard to developing skills necessary for later learning, and a concern for the integrity of the family. Program directors emphasized the importance of working cooperatively with other community agencies to optimize the services available to migrant families. Most of the 10 program summaries contain: (1) name and address of contact person; (2) description; (3) environment or location of the program; (4) curriculum or learning plan; (5) materials needed; (6) staff needed; (7) benefits and results; (8) problems; and (9) suggestions. Additional information provided in this guide includes a description and directory of the Migrant Education Even Start Program, which integrates early childhood education and adult education, and a description of the National Preschool Coordination Project, which provides interstate coordination in the identification and development of effective educational services for preschool migrant children and their parents. (KS)

Burgdorf, Kenneth; Celebuski, Carin A.

Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

Directorate for Science and Engineering Education.

PUB DATE- Oct 90

NOTE- 106p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*College Science; Educational Finance; \*Educational Improvement; Engineering Education; Equipment Utilization; \*Federal Aid; Financial Support; Higher Education; \*Program Descriptions; Program Effectiveness; \*Program Evaluation; Questionnaires; Science Education; \*Science Equipment; Technical Assistance

IDENTIFIERS- \*College Science Instrumentation Program

The College Science Instrumentation Program (CSIP) was developed to provide seed money matching funds for the acquisition of laboratory instrumentation in order to improve the quality of undergraduate science/engineering education. This report describes the impact of the program and the program characteristics during the years 1985-87. An introduction provides background information about the number of grants awarded by the CSIP program, how the program evaluation was conducted, and the instrumentation used in the evaluation. Among grantees, 434 projects were sampled and 391 responded. Among unsuccessful applicants, 375 were sampled and 311 responded. Findings showed a 450 percent return on the CSIP investment and an increase of 130,000 square feet of laboratory space at grantee institutions. Three-fifths of the unsuccessful applicants reported that they obtained funding for equipment they had hoped to receive through CSIP funds. Further findings related to CSIP impact on students, faculty, departments, and institutions. The second part of the report describes CSIP program characteristics. The program attracted a total of 3,226 proposals from 811 undergraduate colleges and universities. Overall, 86 percent of the 1985-1987 grantees reported near or full implementation of the program. Program administration was considered fair by questionnaire respondents. Appendices include a list of CSIP site visit consultants and copies of the questionnaires sent to grantees and unsuccessful applicants. (Contains 41 tables/figures). (MDH)

chemical bonding. Results of these comparisons indicated that none of the strategies were superior ( $p < .05$ ); however, each had notable strengths and weaknesses. The students in the remedial group had the worst attendance, but scored the highest of all treatment groups on the bonding exam. Students in the worked examples treatment group had the best attendance, but derived the least benefit as indicated by the smallest increase between pre- and posttests and the weakest performance on the bonding exam. (Author/PR)

(Education, Culture and Development) contains a review of the major problems that developing countries face in providing adequate and relevant education to nations, and three articles highlighting the relationships among education, culture, and development. Section 2, "Education and Culture," deals more specifically with the link between education and culture, indigenous knowledge and indigenous learning, popular culture, creating of a national identity, and the relevance of social research in intervention systems. The third section is "Education and Productive Life." Articles in this section discuss education for self employment at the primary school level, work experience programs in secondary schools, and technical and vocational training for girls. The final section discusses educational research and networking. (DK)

ED 360 199

SO 022 627

Kozma, LuAnne Gaykowski

Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.

PUB DATE- 91

NOTE- 62p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Cultural Background; Cultural Education; \*Folk Culture; Instructional Materials; Learning Activities; \*Local History; Nonformal Education; Teaching Guides; Youth

IDENTIFIERS- \*4 H Programs; \*Folkpatterns

Folkpatterns is a 4-H program in which young people investigate folklore, cultural traditions, and local history. These materials include a leader's guide and Folkpatterns activities. The leader's guide provides information for leading a Folkpatterns project and 12 sample meeting plans to be used with Folkpatterns members or to be adapted for use in other settings. The activities that are described in the sample meetings in the leader's guide are included on separate sheets, along with master copies of additional materials. (DB)

DESCRIPTORS- Educational Change; Educational Practices;  
\*Educational Testing; Educational Trends; Elementary Secondary  
Education; \*Evaluation Methods; Holistic Evaluation; \*Social  
Studies; \*Student Evaluation

IDENTIFIERS- \*Alternative Assessment; ERIC Digests

Alternative forms of evaluating student progress are changing testing or assessment in U.S. schools. From the teacher-made to the standardized test, the familiar over-emphasis on multiple-choice items is giving way to expanded generative formats in which students are called upon to demonstrate mastery through applications in which they use complex processes and webs of knowledge and skill. This Digest discusses three implications that changing assessment types will have for the social studies. First, to enable students to succeed on alternative assessments, it is imperative that the traditional social studies curriculum be re-examined and reorganized to insure mastery of knowledge, cognitive processes, and behaviors that characterize civic competence. Second, social studies instruction must provide students with real experiences as active and producing members of the community, structured to allow practice in thinking and acting as citizens. Third, assessment should no longer be viewed as separate from instruction. Students should have a clear understanding of expected outcomes of instruction and how evaluation will occur. A list of 12 references is included. (DB)

pieces are divided into the three sections. Those in the first section teach that choices have consequences. The second section deals with the rights of others. The final section works with the issue of developing a spirit of community in a country that values and celebrates individualism. The three scripts in this section explore how people treat each other and work together in a community. Issues include discrimination, problem solving, and taking care of each other. Advice on how to script a story is provided. The works are presented to be read in the form of a readers' theater, rather than to be performed as a skit or play. The emphasis is on participation not on being an audience. (DK)

Williams-Robertson, Lydia  
Technology, Training, and Curricula Revisited: The National  
Science Foundation Grant to the Science Academy of Austin 1991-  
92. Final Report.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Aug 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Computer Uses in Education;  
Curriculum Development; \*Curriculum Evaluation; Elementary  
Secondary Education; Environmental Education; \*Faculty  
Development; Inservice Teacher Education; Mathematics  
Instruction; Program Evaluation; Science Curriculum; \*Science  
Instruction

IDENTIFIERS- \*Austin Science and Mathematics Consortium TX

The Austin (Texas) Science and Mathematics Consortium funded by a  
4-year grant that has 2 basic goals: to improve the skills of K-  
12 teachers in science and mathematics and to increase student  
learning and performance in science concepts. Program  
activities, which began in 1990-91, focus on four components:  
curriculum development, staff development, student  
participation, and private sector involvement. This evaluative  
report relates findings that emerged from survey data collected  
from participating teachers and students. The three new  
curricula piloted during 1991-92 focused on environmental  
issues and received positive ratings from the piloting  
teachers. Most students who participated in the pilot curricula  
projects reported an increased knowledge and awareness of  
environmental issues. Some students reported increased interest  
in science. During the three staff development institutes held  
for teachers during the summer of 1991, teachers received  
training in educational technology and curriculum development.  
As a result of the Technology Institute, teachers reported an  
increase in both their computer skills and classroom use.  
However, few of the teachers who participated in the institute  
on water pollution consistently monitored their curriculum-  
related activities, resulting in little information on the  
impact of this staff development activity. The program included  
extensive private sector involvement. (IAH)

## DOCUMENT RESUME

ED 360 257

SP 034 428

Sagor, Richard

How To Conduct Collaborative Action Research.

PUB DATE- 92

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Action Research; Classroom Research; \*Collegiality; Educational Objectives; Elementary Secondary Education; Professional Recognition; \*Research Methodology; Resistance to Change; \*Teacher Role; Theory Practice Relationship

IDENTIFIERS- \*Professionalization of Teaching; Teacher Isolation

Collaborative action research, conducted by teams of practitioners, is a process that enables teachers: (1) to improve student learning, (2) to improve their own practice, (3) to contribute to the development of their own profession, and (4) to overcome the isolation commonly experienced by classroom teachers. By promoting collegial relationships among practitioners, collaborative action research fosters professionalism in teaching. The process of collaborative action research has five sequential steps: problem formulation, data collection, data analysis, reporting of results, and action planning. Three techniques that facilitate effective problem formulation are reflective interviewing, analytic discourse, and graphic representation. Categories of data sources available to action researchers include existing sources (e.g., student work, archival evidence), tools for capturing everyday life (e.g., journals, logs, videos, observation checklists), and tools for questioning (e.g., interviews, written surveys, tests). The data analysis process involves identifying themes in the data collected and, then, using a scientific codification process to "interrogate" the data. Results are reported to break teacher isolation, contribute to the knowledge base, gain a voice in quality control, and foster a school culture that promotes learning for all. Four basic strategies can be used to implement an action plan based on data from action research: simple presentation of the data, establishing a pilot program, establishing a competing pilot program, and using the research as educational specifications. (Contains 30 references.) (IAH)

ED 360 258

SP 034 432

D'Emidio-Caston, Marianne

Simulation and Meta Processing: Affective Component of Math Procedures.

PUB DATE- 27 Feb 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Affective Behavior; \*Attitude Change; Elementary Secondary Education; Gestalt Therapy; Higher Education; \*Mathematics Instruction; Metacognition; \*Methods Courses; Preservice Teacher Education; \*Simulation; \*Student Attitudes; Teacher Educator Education; Teaching Methods



## DOCUMENT RESUME

ED 360 276

SP 034 627

Lerner, Marlene R.  
The Preservice Teacher Education Program as Described in Journals.  
PUB DATE- Mar 93

NOTE- 21p.; Paper presented at the National Conference on  
Creating the Quality School (Oklahoma City, OK, March 25-27,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143), Test, Questionnaires,  
Evaluation Instruments (160)

DESCRIPTORS- Cooperating Teachers; \*Dialog Journals; Higher  
Education; Journal Writing; \*Preservice Teacher Education;  
Secondary Education; Self Evaluation (Individuals); \*Student  
Journals; \*Student Teachers; \*Student Teaching; Teacher  
Attitudes; Teaching (Occupation); \*Teaching Experience

IDENTIFIERS- Reflective Teaching

This paper examines secondary preservice student teachers' conceptions of teaching and reflections upon teaching experiences, as expressed in journals written by the student teachers. The paper presents excerpts from the journals of several student teachers. A study is then reported of a student teacher in social studies and his cooperating teacher, who each kept dialectical journals on the student teacher's actions and perceived experiences. The journal information was categorized into four domains: ability of self, classroom skills, subject content, and concern for students. A survey of student teachers and cooperating teachers was also conducted, with the result that cooperating teachers scored student teachers higher in teaching ability than did the student teachers themselves. The paper concludes that training in teacher education preparation programs can be demonstrated and better understood through the use of journals. Copies of survey forms are appended. (JDD)

ED 340 277

SP 034 629

Jensen, Rita A.; Templeton, Rosalyn Anstine  
Factors Which Effective Teachers Identify as Contributing to  
Their Success.

PUB DATE- Apr 93

NOTE- 35p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Awards; Elementary School Teachers; Elementary  
Secondary Education; Family Environment; Individual  
Development; \*Performance Factors; Secondary School Teachers;  
Self Evaluation (Individuals); \*Success; Surveys; \*Teacher  
Attitudes; Teacher Background; \*Teacher Characteristics;  
\*Teacher Effectiveness; Teaching Experience

IDENTIFIERS- New York; \*Teacher of the Year

This study examined the characteristics and developmental patterns of National/State Teacher of the Year (NSTOY) honorees, through analysis of 196 honorees' responses on "The Great American Success Quotient Test." Results are analyzed in terms of personal characteristics or traits, experiences in chosen field, academic experience, interests outside of school, and family environment and influence. Results suggest that

## DOCUMENT RESUME

ED 360 296

SP 034 660

Gunstone, Richard F.; Northfield, Jeff R.  
Interplay between Research and Practice: A Case Study of a  
Preservice Teacher Education Course.

PUB DATE- Apr 93

NOTE- 9p.; Paper presented at the Conference of the National  
Association for Research on Science Teaching (Atlanta, GA,  
April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; \*Educational Principles; Educational  
Research; Foreign Countries; Higher Education; High Schools;  
\*Preservice Teacher Education; Professional Development;  
\*Program Implementation; \*Science Instruction; Science  
Teachers; Teacher Education Programs; \*Theory Practice  
Relationship

IDENTIFIERS- Monash University (Australia)

This case study describes a preservice program for prospective  
high school science teachers at Monash University in Victoria,  
Australia. The program views student teaching as only the first  
stage of career-long professional development, promotes the  
notion of the reflective practitioner, maximizes student  
teachers' contacts with school pupils and teachers, and defines  
pedagogy with a focus on constructivist research. The  
preservice program has evolved in response to research and  
continues to evolve; a considerable proportion of the research  
had been conducted as part of this program. The research-  
derived principles underlying the preservice program are  
considered. Salient issues in the research-practice interplay  
are discussed, including the requirements of professional  
registration to teach in Victoria, the problem of some faculty  
members wanting to abandon preservice teacher education, low  
academic status of preservice teacher education, and isolation  
of preservice from ongoing professional development. (JDD)

ED 360 297

SP 034 661

Smith, Louis M.

Living Lives, Studying Lives, Writing Lives: An Educational  
Potpourri or Pot au Feu?

PUB DATE- 24 Apr 93

NOTE- 33p.; Revised version of a paper presented at the Annual  
Meeting of the American Educational Research Association  
(Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Autobiographies; Biographies; Doctoral Programs;  
Higher Education; \*Personal Narratives; Postdoctoral Education;  
\*Qualitative Research; Teacher Education; \*Teaching  
(Occupation); Teaching Experience

IDENTIFIERS- Washington University MO

This autobiographical paper describes the teaching of an adjunct  
faculty member at Washington University in Saint Louis,  
Missouri, and the doctoral and postdoctoral students he taught.  
The paper discusses the author's study of the area of biography  
and autobiography; the use of ethnography, history, and  
biography in qualitative research; the "legitimation process"

## DOCUMENT RESUME

ED 360 316

TM 019 797

Bobbett, Gordon C.; And Others

An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes.

PUB DATE- Feb 93

NOTE- 43p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 13, 1993). Separately published 4-page executive summary bound in.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; \*Community Characteristics; Data Collection; Educational Assessment; Educational Environment; Information Needs; \*Institutional Characteristics; \*Outcomes of Education; Policy Formation; Predictor Variables; \*Profiles; School Districts; \*School Statistics; State Surveys

IDENTIFIERS- \*Tennessee; Tennessee Comprehensive Assessment Program

Investigators completed a series of studies of data reported in Tennessee's 1988-89 school district cards, and compared these with 1990-91 school district report cards. The relationships among 15 school district variables and relationships between each variable and student outcomes were determined. The 1990-91 report cards contain results of the new Tennessee Comprehensive Assessment Program. Several conclusions from the previous study were reinforced by the current one. Policymakers at all levels need to consider that few of the individual inputs commonly associated with student achievement have much impact on student performance. With the exception of student attendance (and perhaps per pupil expenditure), treatment of any isolated variable will have little effect. It is urged that consideration be given to collecting, reporting, and analyzing data on such things as school organization, school culture, student motivation, parental involvement, instructional methodologies, curriculum features, and other factors. Building-level results appear more useful than do district-level results, and report cards appear to be only as good as the assessments used to determine student performance. Ten tables and 1 figure summarize findings, and seven appendixes contain seven additional tables. (SLD)

ED 360 317

TM 019 840

Bode, Rita K.

Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement.

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). The appendix may not copy well due to broken print.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Ability Grouping; \*Classes (Groups of Students); Family Characteristics; Grade 8; International Studies; Junior High Schools; \*Junior High School Students; \*Mathematics Achievement; Mathematics Tests; Pretests Posttests; Student Attitudes; \*Student Characteristics

IDENTIFIERS- \*Hierarchical Linear Modeling; \*Second International Mathematics Study

## DOCUMENT RESUME

ED 360 334

TM 020 131

Nitko, Anthony J.; Niemierko, Boleslaw

Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Cognitive Processes; College Faculty; College Students; Educational Assessment; Elementary Secondary Education; \*Evaluation Methods; Grades (Scholastic); \*Grading; Higher Education; Holistic Evaluation; Performance; Statistics; \*Student Evaluation; Summative Evaluation; \*Teacher Attitudes; Teacher Made Tests; \*Thinking Skills

IDENTIFIERS- \*Performance Based Evaluation

Qualitative methods for defining and assigning letter grades on classroom tests were studied. A hierarchical letter-grade scale is described that combines teachers' judgments of the importance of subject matter concepts and their classification of assessment tasks as reflecting cognitive processing skills identified from recent research. Using this grade assignment procedure shifts teachers' thinking so that grades on summative classroom assessments reflect quality levels of student thinking instead of simply the number of points students attain. The model incorporates a teacher's perception of the level of thinking that a student must use to perform a task and the value a teacher places on successful performance. Combining the thinking skills and importance factors can be done by crossing the factors in a two-way table, which can then be used to organize tasks into testlets or subtests. Four possible teacher-specific grading models can be derived from the ways teachers associate grades with thinking skills and subject content. The method was tested with 5 statistics instructors using an existing test and with 2 instructors whose 48 students took an examination designed for the grading method. This approach to grading provides an interesting rationale and merits further investigation. Four tables present study findings, and six figures illustrate the discussion. (SLD)

ED 360 335

TM 020 132

Webb, Lynn C.; And Others

The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Allied Health Occupations; \*Allied Health Personnel; \*Classification; \*Cognitive Processes; Factor Analysis; Higher Education; \*Licensing Examinations (Professions); Multiple Choice Tests; Scores; \*Test Construction; Test Items; Thinking Skills

## DOCUMENT RESUME

ED 360 355

TM 020 248

Ross, John A.; Cousins, J. Bradley  
Self-Reports and Observed Behavior Seeking and Giving Help to  
Peers.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; Classroom Observation Techniques;

\*Cooperative Learning; Correlation; Foreign Countries; Helping  
Relationship; \*Help Seeking; High Schools; \*High School  
Students; Interpersonal Competence; Junior High Schools;  
\*Junior High School Students; \*Peer Relationship; Predictive  
Measurement; \*Student Behavior; Test Reliability

IDENTIFIERS- Ontario; \*Self Report Measures; Student Surveys

Researchers have used children's self-reports to investigate the  
conditions under which children seek and give help. Little  
attention has been given to examining the predictive value of  
such measures, even though investigators in other domains have  
found discrepancies between self-reports and observed behavior.  
Two studies were conducted in which observations of 58 7th- and  
8th-grade students and 96 9th- and 10th-grade students in  
Ontario (Canada), respectively, working in cooperative learning  
groups were compared with self-reported intentions to ask for  
and give help to peers. Both studies found that self-reports  
were poor predictors. The low correlations are attributed to  
student uncertainty about their competence on the task they  
were working on when observations were made, rather than to  
inadequacies of the survey instruments. Four tables present  
study information. (Author/SLD)

ED 360 356

TM 020 257

Gray, I. Lee, Ed.; Hymel, Glenn M., Ed.

Successful Schooling for All: A Primer on Outcome-Based Education  
and Mastery Learning.

PUB DATE- 92

NOTE- 155p.; Papers previously published in "Outcomes," the  
quarterly journal of the Network for Outcome-Based Schools.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Beliefs; Definitions;

\*Educational Change; Educational Objectives; Elementary  
Secondary Education; \*Mastery Learning; Models; Networks;  
\*Outcomes of Education; Psychological Studies; \*School  
Restructuring

IDENTIFIERS- High Success Program; Network for Outcome Based  
Schools; \*Outcome Based Education; Success for All Program

This collection brings together writings on two powerful  
approaches to education, outcome-based education (OBE) and  
mastery learning. OBE is about refocusing on the people in the  
educational system and their success in achieving excellence as  
learners and teachers. The following papers are included: (1)  
"Toward a Network Description of Outcome-Based Education"  
(Board of Directors of the Network for Outcome-Based Schools);  
(2) "Outcome-Based Schools: A Definition" (Robert E. Blum); (3)

## DOCUMENT RESUME

ED 360 375

TM 020 280

Legum, Stanley; And Others

The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Apr 93

NOTE- 580p.

LANGUAGE- English

EDRS Price- MF03/PC24 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Records; Comparative Analysis; \*Core Curriculum; \*Course Selection (Students); Graduate Surveys; \*High School Graduates; High Schools; National Surveys; Required Courses; \*Research Methodology; \*Statistical Data; Tables (Data)

IDENTIFIERS- High School and Beyond (NCES); High School Transcript Study 1987; High School Transcript Study 1990

The 1990 High School Transcript Study (HSTS) collected 21,607 transcripts from 330 schools. Similar studies were conducted of high school course taking patterns in 1987 (the 1987 High School Transcript Study of approximately 22,700 transcripts) and in 1982 (approximately 12,000 transcripts from the High School and Beyond Study). The introductory section of this report contains highlights of the results, descriptions of all three studies, an introduction to the tables of data, a discussion of the significance of differences reported in the tables, and the comparability of samples. Seventy-nine data tables document significant, across-the-board increases in the percentage of graduates taking core curriculum degree programs since 1987. The percentage of graduates taking at least a minimal academic program rose from 13.4 percent in 1982 to 28.6 percent in 1987 and 39.9 percent in 1990. The percentage of graduates taking the core curriculum rose from 1.9 percent in 1982 to 12.0 percent in 1987 and 17.3 percent in 1990. Appendix A provides the 79 data tables. Appendix B lists codes for within subject categories. (SLD)

ED 360 376

TM 020 368

Christensen, James E., Ed.; Fisher, James E., Ed.

International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991.

PUB DATE- 91

NOTE- 919p.; A complete run of the journal from its inception through volume 5, number 1, a total of nine issues.

LANGUAGE- English

EDRS Price- MF06/PC37 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Curriculum Development; Economic Factors; Editorials; Educational History; Educational Philosophy; Educational Practices; \*Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Political Influences; Scholarly Journals; \*Teacher Education; \*Teaching Methods; \*Test Use

IDENTIFIERS- Australia; \*Educological Research; \*Educology

The "International Journal of Educology" publishes works that examine the educational process from an educological perspective. The term educology means knowledge about education

## DOCUMENT RESUME

ED 360 394

TM 020 650

The National Education Goals Report: Building a Nation of Learners. Volume One: The National Report, 1993.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 233p.; For volume two, see TM 020 651; for "Summary Guide," see TM 020 652.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Academic Standards; Adult Literacy; Annual Reports; Educational Change; Educational Improvement; \*Educational Objectives; Elementary Secondary Education; \*Government Role; High School Graduates; National Surveys

IDENTIFIERS- \*National Education Goals 1990; National Education Goals Panel; Progress Reporting; \*Reform Efforts; United States

This third annual National Education Goals Report continues the work begun at the Charlottesville (Virginia) Education Summit in 1989, when the nation's governors and President Bush agreed on six national goals for education to be achieved by the year 2000. The goals were intended to energize public opinion and ongoing education reform efforts by holding the United States to much higher expectations for all students and for the schools and learning systems that serve them. This volume describes the educational standing of the nation. In this third report, the focus is on the rationale for and potential implications of the movement the effort has come to be most closely associated with: establishing voluntary nationwide education standards. As in the past, the report contains the most up-to-date information available on the nation's current status with regard to meeting the six goals. Overall, the findings continue to reveal how far the nation is from achieving the goals. Modest progress is apparent in some areas, such as mathematics achievement and school safety, but there is stagnation or movement in the wrong direction in others (high school completion and adult literacy). The current rate of progress is wholly inadequate for achievement of the goals by the year 2000. New analyses conducted for the Goals Panel show that nearly one-half of all infants born in the United States begin life with one or more factors considered risky to their long-term educational development. While the incidence of students being victimized at school appears to have declined slightly, the levels are still unacceptably high. About one in five 8th graders report being threatened with a weapon in 1992, while one out of ten report carrying a weapon on school grounds. By documenting without equivocation how much more effort is needed from all Americans, the Panel creates the conditions necessary for a significant renewal in American education. The report is illustrated by 137 exhibits. Three appendixes provide technical notes and sources, descriptions of federal programs, and department and agency titles. (SLD)

ED 360 395

TM 020 651

The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 252p.; For volume one, see TM 020 650; for "Summary Guide," see TM 020 652.

LANGUAGE- English

## DOCUMENT RESUME

ED 360 413

UD 029 228

Ban, John R.

Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together.

PUB DATE- 93

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Children; Educational Cooperation; Educational Improvement; \*Educational Responsibility; Elementary Secondary Education; Homework; Parent Education; Parenting Skills; \*Parent Participation; Parent Responsibility; Parent Role; Parent School Relationship; Parent Student Relationship; \*Thinking Skills; \*Workshops

IDENTIFIERS- \*Parents Assuring Student Success Program

The Parents Assuring Student Success (PASS) program draws on the talents and energies of parents to assist educators in raising educational standards for every child. The first part of the manual teaches parents what it takes to become an effective learner. The focus is on study skills, including well-known learning strategies. The second part of the manual gives parents the opportunity to acquire skills in teaching and reinforcing critical student study habits at home. Parents can study the PASS modules at home or meet in workshop groups conducted by a variety of parent education organizations. Such workshops should be geared to neighborhoods, be planned by a parent team, include social as well as learning activities, and target needy parents. Workshop modules encompass the following topics: (1) parent attitude; (2) structuring the home environment; (3) study skills; (4) homework and learning expedients; (5) note-taking skills; (6) helping children prepare for tests; (7) memory enhancement and developing thinking skills; and (8) teaching reading skills. This manual has been designed particularly for use with parents in urban school systems. (SLD)

ED 360 414

UD 029 280

Golden, Olivia

Poor Children and Welfare Reform. Executive Summary of the Final Report.

PUB DATE- 91

NOTE- 47p.; For final report summarized here, see ED 354 288.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Childhood Needs; \*Children; \*Delivery Systems; \*Disadvantaged Youth; \*Economically Disadvantaged; Family Programs; \*Federal Programs; Policy Formation; Poverty; Program Evaluation; Public Policy; Social Responsibility; \*Welfare Services

IDENTIFIERS- Family Support Act 1988; Final Reports; Reform Efforts; \*Welfare Reform

This executive summary crystallizes the main themes of a study that is intended to help policymakers, advocates, community members, and welfare administrators create a welfare system to do more for children and do it better. The study was prompted by the Family Support Act of 1988. The following programs that



## DOCUMENT RESUME

PUB TYPE- Collected Works - Serials (022), Reference Materials - Bibliographies (131)

DESCRIPTORS- American Indians; \*Childrens Literature; Cultural Awareness; \*Cultural Differences; Elementary Education; Elementary School Students; \*Ethnic Groups; \*Fiction; \*Minority Groups; \*Multicultural Education; Newsletters; Nonfiction

This document consists of all seven issues that were published of a newsletter devoted to multicultural children's literature that reflects the many cultures in our pluralistic society. The newsletter presents book reviews of fiction and non-fiction with multicultural themes for children in kindergarten through grade 8 schools. Some issues provide brief bibliographies on selected issues, and most issues give a summary list of works reviewed for ready reference. Some of the issues contain feature articles on the following themes: (1) holiday stories; (2) respect for nature in the Native American heritage; (3) ignorance of others brings fear; (4) reflections of a pluralistic society; and (5) multicultural books in the mainstream of children's literature. (SLD)

ED 360 434

UD 029 369

Chand, Krishan

Managing and Improving the Education of Students At-Risk.

PUB DATE- 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Crime; Drinking; \*Dropout Prevention; Dropouts; Drug Use; Educational Improvement; Elementary Secondary Education; \*High Risk Students; \*Parent Participation; Poverty; \*Principals; Role Models; \*Secondary School Teachers; \*Teacher Role; Urban Schools

The dropout problem in the United States is explored; and some suggestions for reducing the dropout rate are offered for parents, teachers, and principals. Several indicators have been recognized as placing a student at risk of dropping out of school. Dimensions of alienation have also been identified, as have social factors that contribute, including poverty, crime, drug and alcohol use, and teen pregnancy. Twenty-five general suggestions are given for the educational system to help reduce the dropout rate. Parent participation is essential, and a list of 111 suggestions is presented for parents, most centering around being a good example to a child. One hundred and five suggestions for educational improvement are directed toward teachers, and a final 104 suggestions are aimed at principals. Parents, teachers, and administrators have vital roles to play in combating dropouts. (SLD)

ED 360 435

UD 029 376

Boyle, Kathleen

School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 6 May 92

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Black Students; Child Abuse; Crack;

## DOCUMENT RESUME

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Adolescents; \*Black Students; Disadvantaged Youth; \*High Risk Students; Junior High Schools; Junior High School Students; \*Locus of Control; \*Males; \*Parent Child Relationship; Predictor Variables; Program Evaluation; Rural Areas; Student Problems; \*Verbal Communication; Youth Programs

IDENTIFIERS- Internality Externality; \*Positive Impact Program

In response to concerns about the academic and discipline problems of young black male students in a small southern town, the Positive Impact Program (PIP) was developed for at-risk black males. Two possible at-risk factors, locus of control and the quality of parental verbal interaction, were studied for participants in the PIP. Locus of control and communications with parents were compared to those of previously normed groups. Subjects were 42 black males in grades 6, 7, and 8 identified as at-risk by teachers. The sample was found to be more externally controlled than the normative sample of same-age students, but equivalent to that of previously studied at-risk groups. The Verbal Interaction Questionnaire (developed by P. C. Blake in 1991) scores were comparable to those for rural predominantly white male and female high school students. In general, students more internally controlled reported having more positive parental verbal communication, while those more externally controlled had more negative parental verbal communication. Eighteen of the 42 boys were in the PIP, but no significant differences were found for these students on either measure, and no locus of control scores were available from the period before PIP participation. Additional program evaluation will be conducted. One table contrasts students in the PIP and non-PIP groups. (SLD)

ED 360 454

UD 029 410

O'Brien, Thomas V.

Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961.

PUB DATE- Apr 93

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Education; Classroom Desegregation; \*Community Attitudes; \*Desegregation Litigation; Educational History; \*Educational Trends; Elementary Secondary Education; Integration Readiness; Public Schools; \*Racial Attitudes; School Demography; \*School Desegregation; Social History; State Government; Voluntary Desegregation

IDENTIFIERS- \*Brown v Board of Education; \*Georgia; Policy Implications; Social Movements

An interpretive overview of Georgia's response to the 1954 school desegregation decision is presented. The study, approached historically, concludes that massive resistance to desegregation crumbled in the state in large part due to forces within the state. It is argued that the public's commitment to public education was stronger than its support of strict segregation, and this was significant because it took state government out of the business of legislating resistance and thus moved Georgia toward a more free and equitable society. Bibliographies list 64 primary and secondary sources. (SLD)

IDENTIFIERS- California; \*Preservice Teachers

This paper describes a simulation activity, which was coupled with Confluent/Gestalt meta-processing, that was designed to address the affective component of a mathematics procedures class for preservice teachers. The activity consisted of an explanation and demonstration for teacher educators. It is argued that a reconstruction of disposition towards mathematics is an essential component of effective professional education programs. In order for student teachers to acquire a positive disposition towards mathematical thinking, instructors must help these students to deconstruct their prior learning, which may have negatively impacted their attitudes toward mathematics, and to reconstruct a new understanding of mathematical processes. In the simulation which is presented, participants experience an intervention, characterized by Confluent/Gestalt meta-processing, that can be used with student teachers in a mathematics methods class. The intervention is designed to access the powerful affective inhibitors to performance. Confluent education is an instructional model, in which the learner plays an active role, based on the premise that all learning is accomplished by an affective as well as a cognitive component. Meta-processing is a form of reflective thinking that occurs in the intervention, as participants examine their affective responses. (IAH)

ED 360 259

SP 034 441

Heywood, J.; And Others

Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91.

PUB DATE- Sep 91

NOTE- 58p.; Paper presented at the Annual Conference of the Association for Teacher Education in Europe (Noordwijkerhout, Netherlands, September 1991).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Style; Course Content; \*Educational Psychology; Elementary Secondary Education; Foreign Countries; Higher Education; \*Preservice Teacher Education; \*Student Attitudes; \*Student Research; Student Teachers; \*Student Teaching; Teacher Education Curriculum; Teaching Methods; \*Theory Practice Relationship

The two conference presentations contained in this document are entitled, respectively, "Experience versus Theory in Teacher Education: Student-Teachers as Researchers" by a tutor, J. Heywood, and two student teachers, A. FitzGibbon and L. A. Cameron, and "Researching Instruction while Student-Teaching" by student teacher Paula Carroll. The first paper describes student attitudes toward a course in psychology in teacher education as they were systematically obtained during academic years 1989-90 and 1990-91. The course was called Applied Psychology of Instruction, and its purpose was to consider the range of instructional potential and to invite student teachers to experiment with as many strategies as possible during their teaching practice. Specifically, the study assessed student attitudes toward use of different theories of instruction, including: concept learning, imagery, decision making, matching learning styles to teaching, and discovery or guided discovery. The paper concludes that the course helped student teachers experience and understand the value of different approaches to teaching, and recommends that it be made into a 2-year course due to its extensive content. The data discussed are displayed

subjects tended to attribute their success to caring about others, hard work, organizational ability, and their ability to get things done. Other factors which respondents identified as highly significant in contributing to their success included risk taking and common sense. Respondents rated their ability to make money the lowest of the 20 areas on the questionnaire. Results are compared with results of a 1988 study by R. A. Jensen titled "Iowa's Young Leaders: Characteristics, Organizational Environments, and Career Orientations." The paper concludes that there are far more commonalities than differences between the responses of NSTOY designees and the responses of participants in the 1988 study, very few of whom were teachers. (JDD)

ED 360 278

SP 034 630

Ross, E. Wayne; Jenne, Joel  
Effects of Institutional Forces on Novice Social Studies  
Teachers' Curricular Decision-Making.

PUB DATE- 16 Apr 93

NOTE- 37p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Freedom; Action Research; Case Studies;  
\*Curriculum Development; \*Decision Making; Educational  
Environment; Higher Education; High Schools; Influences;  
\*Institutional Environment; Organizational Climate; Preservice  
Teacher Education; Socialization; Social Studies; \*Student  
Teachers; \*Student Teaching; Teacher Attitudes

This study, which examined the curricular decision making of student teachers, links research on the socialization of preservice teacher education with work focusing on socialization in the workplace. Interviews were conducted with four student teachers during their student teaching experience and 1 year after it. Curriculum materials used by the participants were examined, and some participants were observed teaching. The study found that: (1) the influence of particular institutional forces upon student teacher decision making is filtered through the cooperating teachers; (2) opportunities for significant student teacher curriculum decision making are severely limited; and (3) the school context discourages reflective approaches to teaching and incorporation of action research techniques. The study concludes that conception and execution of curriculum decisions are separated in practice for many student teachers. Therefore, student teachers do not experience important opportunities nor institutional pressures for personal decision making in the classroom. (Contains 22 references.) (JDD)

ED 360 279

SP 034 631

Rothenberg, Julia; And Others  
Pedagogical Field Experience or None: A Comparison Study Report.  
PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

of qualitative research; students' dissertation projects; and the author's writing projects such as "Nora Barlow and the Darwin Legacy" and an essay on the biographical method for the "Handbook of Qualitative Research." The paper proposes that: (1) intense personal educational experiences lead to deeply held educational beliefs that may be strong enough to influence, if not control, educational practices, which has major implications for teacher education at all levels; (2) lives have interwoven strands that continue over long periods of time, and these strands can be broken into meaningful units such as episodes and projects, by individuals themselves or by outside researchers; (3) educational inquiry, including ethnography and action research, should occur in college and university classes; and (4) settings in which researchers live and work are important, as group norms are sometimes elevated to the status of "natural laws." (Contains approximately 50 references.) (JDD)

ED 360 298

SP 034 662

Copeland, Willis D.  
Video Cases and the Thinking of Preservice Teachers.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Case Studies; \*Cognitive Processes; \*Cognitive Structures; Constructivism (Learning); \*Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; \*Research Methodology; \*Student Teachers; Videodisks

This conference paper describes methodological tools being used to examine teachers' cognitive lives and to describe the meaning that teachers make of teaching, learning, and students in classrooms. Methodological difficulties with the "subsequent recall" approach and the "stimulation of current thought" approach are discussed. A set of techniques is then described that addresses the problems of comparability, internal validity, fidelity, and verisimilitude. The method involves making video recordings of cases that depict teachers and students involved in activities typically found in classrooms, recorded without unusual coaching or preparation in live classrooms. To assess the process of meaning-making in teachers, all respondents then view the same case; videodisks are used to allow for easy retrieval of any section of the case; the time between the respondents' initial meaning making as they examine the case and the time in which they describe their meaning is minimal; open-ended questions are used to reduce interviewers' influence on interview content; and key phrases elicited from the respondent during the interview are listed by the researcher on cards and then sorted into groups and labeled by the respondent, to develop an additional benchmark by which researchers can attempt to understand the respondents' meaning making. (Contains 14 references.) (JDD)

ED 360 299

SP 034 663

Smith, William E.  
Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.

To determine whether the range of ability within the classroom has a significant effect on students' performance in mathematics, and to identify the class compositional or instructional characteristics that contribute to differences between homogeneous and heterogeneous classes in terms of mathematics achievement, an analysis was conducted using data from the Second International Mathematics Study. The sample consisted of 1,319 eighth graders in 79 classes from 61 schools. Data included pretest and posttest scores on the study's mathematics test, student and family characteristics, and student attitudes toward mathematics concerning effort. Hierarchical linear modeling (HLM) was used to study relationships. Results support previous research that found no advantage to being in a class with either heterogeneous or homogeneous ability levels. There was a non-significant effect of range of ability on the outcome. Results also point to the differentiating effect of previous achievement on subsequent mathematics achievement. Advantages of the HLM procedure are discussed. Four tables present study findings. An appendix describes the student-level variables. (SLD)

ED 360 318

TM 019 994

Rasinski, Kenneth A.; And Others

America's High School Sophomores: A Ten Year Comparison, 1980-1990.

PUB DATE- Jun 93

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Achievement; \*Academic Aspiration; Cohort Analysis; Comparative Analysis; Educational Change; \*Grade 10; \*High School Students; Longitudinal Studies; Minority Groups; National Surveys; Poverty; Racial Composition; Recreational Activities; Sample Size; School Activities; \*Self Concept; Statistical Data; Values

IDENTIFIERS- \*High School and Beyond (NCES); High School Sophomores; \*National Education Longitudinal Study 1988

This study of high school sophomores in 1980 and 1990 compares the experiences of students in the two cohorts, identifying changes in in-school and out-of-school activities, academic achievement, self-concept, values, plans, and aspirations. Similarities and differences between the two groups are documented using data from the National Education Longitudinal Study of 1988 (NELS:88) and High School and Beyond (HS&B, 1980). HS&B and NELS:88 sophomores are marked by basic demographic differences, including the smaller size of the NELS:88 1990 cohort, reflecting the baby bust of the 1970s, and a higher proportion of racial minority and poverty status sophomores in 1990. NELS:88 sophomores also reflect the influence of various waves of school reform since the late 1970s and early 1980s. Overall, the comparison paints a picture that is in most respects encouraging in its portrayal of the high school academic orientation and postsecondary expectations of the 1990 sophomore class. Positive changes, however, are typically small or moderate in magnitude. Among the findings are: (1) general and college preparatory program placement has increased, at the expense of vocational program placement; (2) patterns of extracurricular participation changed especially in musical activities (31% in 1980 to 22% in 1990) and in hobby clubs (21% in 1980 to 7% in 1990); (3) changes in sophomores giving high importance to particular life

IDENTIFIERS- \*Blooms Taxonomy; Hierarchical Models; \*Test Specifications

The functioning of a cognitive taxonomy within the test specifications of an allied health certification examination was studied. The taxonomy used was a simplification of the scheme of B. S. Bloom (1956), in which items were classified as comprehension, application, or analysis. Whether items written purposely to assess higher order cognitive processes actually assessed differing levels of cognitive processing was explored. A factor analysis of responses of 627 examinees does not support a cumulative hierarchical model of cognitive complexity. Several cases of model misfit were observed, in which some examinees performed better on the higher level subtest than on the lower level subtest, a finding that is counter to that which would be predicted under a functioning cumulative, hierarchical model. A finding that supported the hypothesis of functioning cognitive levels was that examinees who scored in the upper quartile of the higher level subtest were more likely to pass the examination than were those who scored in the lowest quartile. Overall, results support continued use of a cognitive classification dimension for test specifications. Implications for test specifications development, test construction, item writing, and score reporting are presented, as are limitations and suggestions for further research. Five tables present study findings. (Author/SLD)

ED 360 336

TM 020 186

Johnson, William L.; And Others  
The School Work Culture Profile: A Factorial Analysis and Strategy.

PUB DATE- Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Validity; Elementary School Teachers; Elementary Secondary Education; Factor Analysis; \*Likert Scales; Middle Schools; Models; Organizational Climate; Pilot Projects; Productivity; \*Profiles; Secondary School Teachers; \*Teacher Attitudes; \*Teaching Conditions; \*Test Construction

IDENTIFIERS- School Culture; \*School Work Culture Profile; Statistical Analysis System

School culture has recently emerged as a framework for the study and interpretation of the structure and development of schools. This paper reviews a work culture productivity model and reports the development of a culture instrument. The School Work Culture Profile (SWCP) is a staff perceptions instrument on which school work culture is operationalized with 60 statements pertaining to existing work practices in a school, rated on a 5-point Likert scale. Early versions of the SWCP had been tested in pilot studies, including an investigation of content validity with 17 experts. The sample of subjects (n=498) for this study included 169 elementary school teachers, 140 middle school teachers, and 189 high school teachers. The Statistical Analysis System principal components program was used to examine factorial validity. The use of second-order component analysis shows areas of generalization across primary factors. Results indicate that the SWCP will provide a reliable profile of a school's strengths and weaknesses in its work

"Key Messages from the High Success Program on OBE: Part I" (William G. Spady); (4) "Key Messages from the High Success Program on OBE: Part II" (William G. Spady); (5) "Four Phases in Creating and Managing an Outcome-Based Program" (John R. Champlin); (6) "Outcome-Based Education Operationalized in the Classroom: The Glendale Outcome-Based Instructional Model" (Spence Rogers and the Glendale OBI Team); (7) "A Functional Analysis of Mastery Learning" (Lorin W. Anderson); (8) "Implications of Psychological Research on Mastery Learning" (S. Alan Cohen); (9) "The Contributions of Mastery Learning" (Thomas R. Guskey); (10) "Belief Systems and Mastery Learning" (James H. Block); (11) "Demystifying Mastery Learning" (Robert Burns and Carrie Kojimoto); (12) "Outcome-Based Schools and Mastery Learning: A Desirable Link" (Lorin W. Anderson); (13) "Outcome-Based Education/Mastery Learning: What Is It? Why Do It? How Do You Do It?" (Carol Barber); and (14) "A Macromodel of Effective, Outcome-Based, Mastery Learning School Variables: An Expanded View" (Glen M. Hymel). (SLD)

ED 360 357

TM 020 258

McVay, Micheal R.

A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).

PUB DATE- 93

NOTE- 71p.; Master's Thesis, Fort Hays State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reports - Research/Technical (143)

DESCRIPTORS- \*Adults; Age Differences; Analysis of Variance; \*College Students; Comparative Testing; \*Extraversion; Introversion; Females; Higher Education; Males; Marital Status; \*Personality Measures; Psychological Patterns; Research Design; \*Sex Differences; Social Cognition

IDENTIFIERS- \*Minnesota Multiphasic Personality Inventory; \*Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) Extraversion-Introversion scale was compared with the Minnesota Multiphasic Personality Inventory (MMPI) 0 scale (Social Introversion) for 18 male and 66 female adult students in introductory courses in psychology, aged 17 to 83 years. A status survey design was used with a priori and post hoc groupings. Independent variables investigated were age, gender, and marital status. Dependent variables were the MBTI Extraversion-Introversion scale and the MMPI 0 scale scores. An analysis of variance was used to test the null hypotheses. Results suggest the following: (1) age and marital status should be investigated simultaneously when using the MMPI 0 scale scores; (2) an association is found between MBTI extraversion-introversion scores and the MMPI 0 score; (3) no association is found for age and the MBTI scores studied; (4) no association is found for gender and the MBTI scale scores studied; (5) no association is found between gender and MMPI 0 scale; (6) no association is found between marital status and MBTI scores studied; and (7) the two scales of the instruments studied appear to give approximately the same information. An appendix contains the authorization to use the case materials in research, teaching, or publishing. Three tables and one figure present study findings. (Contains 43 references.) (SLD)

ED 360 358

TM 020 259



and has been in use since the seminal work in educology by L. W. Harding in the 1950s. The educological perspective is inclusive of scientific, praxiological, historical, and philosophical discourse about the educational process. Volume 1, Number 1 includes four articles considering theory and structure in education and educology in relation to curriculum models, the information society, and handicapped students. Volume 1, Number 2 covers historical and economic aspects of educology in five articles. Volume 2, Number 1 presents an editorial and six articles that relate educology to politics, society, economic conditions in Australia, culture, teaching, and science concepts. Volume 2, Number 2 contains an editorial and five articles focused on educology in relation to socio-cultural factors, democracy, effective schools, and testing and student attitudes about test formats. Volume 3, Number 1 contains an editorial and five articles discussing teacher education, staff development, teaching methods, and curriculum analysis. A guest editorial and eight articles in Volume 3, Number 2 focus on various issues related to educology, a national curriculum, and school-based management. In Volume 4, Number 1, an editorial and five articles consider curriculum and policy issues. Volume 4, Number 2 contains an editorial and eight articles focusing on teacher education. Volume 5, Number 1 contains an editorial and eight articles discussing such aspects of educology, as an educological model for developing countries, an educology for science, a philosophical educology, and an educology of poverty. (SLD)

ED 360 377

TM 020 381

Gerald, Debra E.; Hussar, William J.

School Enrollment Expected To Surpass Historic All-Time High. Issue Brief.

PUB DATE- Jun 93

NOTE- 3p.; All data are from "Projections of Education Statistics to 2003" (see ED 354 256).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Census Figures; Comparative Analysis; Decision Making; \*Educational Demand; Educational Planning; Educational Supply; Elementary Secondary Education; \*Enrollment Projections; Enrollment Trends; Futures (of Society); \*National Surveys; \*Population Trends; \*School Statistics; Trend Analysis IDENTIFIERS- \*Census 1990

Future trends in enrollment projections are useful to school planners who are involved in making decisions about long-term requirements for school facilities and teachers. The 5- to 17-year-old population is expected to increase by 13 percent over the projection period to 2003. During the projection period, total enrollment is expected in 1996 to surpass the level of 1971 (the previous peak), which is 2 years earlier than the previous projection. Enrollment in kindergarten through grade 8 reached its low in 1984 and has risen since, while enrollment in grades 9 through 12 did not reach a low until 1990. Enrollment in high schools is projected to increase by 22 percent. Trends are likely to differ by region and state. The present projections, the first ones based on 1990 Census figures, are higher than those previously presented. Three tables present enrollment projections and a comparison with past projections. (SLD)

ED 360 378

TM 020 382

EDRS Price- MF01/PC11 Plus Postage.  
 PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive  
 (Program/Project Descriptions) (141), Reports -  
 Evaluative/Feasibility (142)  
 DESCRIPTORS- \*Academic Achievement; Academic Standards; Adult  
 Literacy; Children; Educational Change; Educational  
 Improvement; \*Educational Objectives; Elementary Secondary  
 Education; Government Role; Graphs; High School Graduates;  
 National Surveys; \*Profiles; State Government; State Programs;  
 \*State Surveys; Tables (Data)  
 IDENTIFIERS- Educational Indicators; \*National Education Goals  
 1990; National Education Goals Panel; \*Progress Reporting;  
 Reform Efforts; United States

The second volume of the third annual National Education Goals  
 Report contains profiles of the achievements of each state, the  
 District of Columbia, and five territories toward the National  
 Education Goals of 1990, which derived from the National  
 Education Summit of 1989. In brief, the goals for achievement  
 by the year 2000: (1) all children in America will start school  
 ready to learn; (2) the high school graduation rate will  
 increase to at least 90 percent; (3) American students will  
 leave grades 4, 8, and 12 having demonstrated competence in  
 particular areas, prepared for responsible citizenship; (4)  
 U.S. students will be first in the world in science and  
 mathematics achievement; (5) every adult will be literate and  
 possess the knowledge and skills needed in a global economy;  
 and (6) every school will be free of drugs and violence. The  
 profile for each state summarizes indicators for each of the  
 six goals, with tabulated data and a bar graph for each goal  
 for which information is available. The four-page profile for  
 each state lists (1) direct measures of the goal; and (2)  
 measures of the objectives. When available, baseline and 1993  
 Goals Report data are provided. Appended are 24 references and  
 technical notes relating to the statistical data. (SLD)

ED 360 396

TM 020 652

The National Education Goals Report: Building the Best. Summary  
 Guide, 1993.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 22p.; For volumes one and two, see TM 020 650-651.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Achievement Tests; \*Citizen  
 Participation; Citizenship Responsibility; Educational Change;  
 Educational Improvement; \*Educational Objectives; Elementary  
 Secondary Education; Guides; National Surveys; \*Parent  
 Participation; Performance; State Programs

IDENTIFIERS- \*National Education Goals 1990; Progress Reporting;  
 Reform Efforts; United States

This Summary Guide to the third Annual Report of the National  
 Education Goals Panel continues the commitment of the Panel to  
 let the American people know the results being achieved in  
 education. Facts about performance are presented, with tangible  
 guidance about what each citizen can do to make the Goals a  
 reality. The National Education Goals developing from the  
 Education Summit of 1989 represent the educational centerpiece  
 of both the Bush and Clinton administrations and serve as a  
 nationwide compact for education. The most recent national  
 assessments indicate that students are showing some improvement  
 in mathematics, but that few understand complex mathematics  
 theory and problems. Similar findings appear in measurements of

have been successful in providing services to children and families and maintaining a close relationship between services and the welfare system were examined: (1) Integrated Family Services System, Oklahoma; (2) Greater Avenues for Independence (GAIN) Teen Parent Project, San Diego County (California); (3) a dropout prevention programs in Wayne County, Detroit (Michigan); (4) Teenage Services Act Next Step, Chemung County (New York); (5) Teenage Pregnancy and Parenting/GAIN, San Francisco (California); (6) ET CHOICES voucher and child care program, Massachusetts (and a supplemental site for adult case management); and (7) Parent and Child Education, Kentucky. Study findings are cautiously optimistic about the abilities of welfare agencies to play a richer role for children. It appears to be possible to identify practical tools and approaches to improve service delivery. Recommendations are made for advocates, policymakers, administrators, and others committed to the needs of children. (SLD)

ED 360 415

UD 029 323

Heath, Shirley Brice, Ed.; McLaughlin, Milbrey W., Ed.  
Identity and Inner-City Youth: Beyond Ethnicity and Gender.

PUB DATE- 93

NOTE- 255p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adolescents; Art Education; Childhood Needs; \*Disadvantaged Youth; Elementary Secondary Education; \*Ethnicity; \*Inner City; Juvenile Gangs; Policy Formation; \*Racial Identification; Self Concept; Sexual Identity; Social Control; Theory Practice Relationship; Urban Problems; \*Urban Youth

IDENTIFIERS- \*Identity (Psychological)

How ethnic identity and gender figure in building the embedded identities of youth in different contexts is examined, focusing on the self-concepts of inner-city youth. The voices of urban youth argue that their embedded identities, or multilayered self-conceptions, represent far more than simple labels of ethnic or racial membership. After an introduction "Identity and Inner-City Youth" by the editors, the following chapters are provided: (1) "Ethnicity and Gender in Theory and Practice: The Youth Perspective" (S. B. Heath and M. W. McLaughlin); (2) "Embedded Identities: Enabling Balance in Urban Contexts" (M. W. McLaughlin); (3) "Dances of Identity: Finding an Ethnic Self in the Arts" (A. Ball and S. B. Heath); (4) "Gangs, Social Control, and Ethnicity: Ways To Redirect" (J. D. Vigil); (5) "Child Saving and Children's Cultures at Century's End" (G. A. Fine and J. Mechling); (6) "Collaborate or Go It Alone? Tough Decisions for Youth Policy" (J. Langman and M. W. McLaughlin); (7) "The Winnowing of Organizations" (T. James); (8) "Misperceptions of Gender and Youth: Learning Together, Learning Apart" (E. Hansot); and (9) "Casting the Self: Frames for Identity and Dilemmas for Policy" (M. W. McLaughlin and S. B. Heath). (SLD)

ED 360 416

UD 029 333

Fairchild, Halford H., Comp.; And Others  
Discrimination and Prejudice: An Annotated Bibliography. Second Edition.

PUB DATE- 92

NOTE- 317p.

\*Disadvantaged Youth; Dropouts; \*Drug Use; \*Family Life; Family Problems; High Risk Students; Interviews; \*Juvenile Gangs; \*Latin Americans; Secondary Education; Secondary School Students; Sexuality; Urban Problems; \*Urban Schools; Urban Youth IDENTIFIERS- African Americans; \*California (Los Angeles); Drug Use Forecasting Study; Hispanic American Students; Latinos; Los Angeles Unified School District CA; Sex for Crack Study; Student Surveys

The lives and places in society of urban youth at risk of dropping out of the Los Angeles (California) Unified School District schools are explored through interviews of adolescents whom the author met when doing field work in Los Angeles County. Data come from interviews conducted in the course of the 1991 Drug Use Forecasting Study (DUF) and the Sex-for-Crack study. Of the DUF sample, 394 were male and 44 female, with almost 60 percent Latinos and about 22 percent African Americans. Additional and more qualitative interviews were conducted with 123 of this sample. The Sex-for-Crack sample interviewed 40 dependent crack users in 8 cities in 1989-91. From these subjects, four social types of youth at risk for dropping out are identified: (1) gang members; (2) young parents; (3) substance abusers; and (4) youth from dysfunctional homes. The characteristics and problems of each group are explored. The different types of youth have different needs at different levels of potential intervention. Gang members, out of alienation from society, have created societies of their own. Teen sexuality must be addressed, and youth abusing drugs and alcohol need more realistic education at earlier ages. Child abuse is a dramatic example of the recurrent problems of dysfunctional families that must be addressed in multiple ways. Feelings of alienation from school can only be relieved when students and their parents feel less alienated from society. (SLD)

ED 360 436

UD 029 377

Dembo, Richard; And Others

Troubled Lifestyles: High-Risk Youth in Florida. Draft.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 7 May 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; Case Studies; Child Abuse; Criminals; \*Delinquency; \*Disadvantaged Youth; Drug Use; Educational Experience; Educational Improvement; \*High Risk Students; \*Juvenile Justice; Longitudinal Studies; Predictor Variables; Secondary Education; Secondary School Students; Urban Culture; Urban Schools; \*Urban Youth

IDENTIFIERS- Drug Trafficking; \*Florida (Tampa); Student Surveys

Young people with records of involvement in the juvenile justice system were studied in Florida, primarily in the inner city of Tampa. The study is part of a longitudinal study of predictors of drug use, delinquency, and criminality. Overall, 32 percent of the 297 adolescents interviewed reported engaging in drug sales in the year preceding their initial interviews, and 35 percent sold drugs 1 or more times in the follow-up period. Only 13 percent lived with both biological parents, and most came from families of low to moderate social status. The following common findings indicative of at-risk status were physical abuse and sexual abuse, drug use, and other delinquent

Gleaves, Kenneth A.

African-American Students' Perceptions of Educational Program  
Selection Processes Based on Grades or Student Interest.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Black Students; Comparative Analysis; Educational  
Attitudes; \*Elementary School Students; Grade 6; Grades  
(Scholastic); Intermediate Grades; Interviews; \*Justice;  
\*Science Interests; \*Sex Differences; \*Student Attitudes;  
Student Interests; Student Placement; Summer Programs; Test  
Results

IDENTIFIERS- African Americans

African American urban sixth graders (28 males and 22 females),  
the majority of whom tested at or above grade level on the Iowa  
Basic Skills Test, were interviewed about 2 methods of  
selecting students for a summer science program. One method  
focused on student grades, and the other method focused on  
student interest in science. Subjects initially did not  
distinguish one method as significantly fairer than the other.  
By the end of the interview, however, approximately one-third  
of the subjects chose the selection method based on grades/test  
scores as fairer, while approximately one-third chose the  
method based on student interest as fairer, and the remaining  
subjects took various other positions. Male subjects shifted  
from an initial preference for student selection by grades to a  
more uncertain position. Female subjects continued to rate  
student selection by grades as a fairer selection process.  
Subject responses to the fairness of selection methods produced  
four themes relating to their views on the purpose of school.  
Implications of African American students' perceptions of  
fairness of student selection methods and subsequent views of  
the purpose of school are discussed. Two tables present study  
data. (Author/SLD)

Kahn, Peter H., Jr.; Friedman, Batya

Environmental Views and Values of Children in an Inner-City Black  
Community.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- Mar 93

NOTE- 28p.; Paper presented at the Biennial Meeting of the  
Society for Research in Child Development (March 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Black Students; Children; Conservation  
(Environment); Disadvantaged Youth; Ecology; Elementary  
Education; \*Elementary School Students; \*Inner City; Knowledge  
Level; Moral Values; Poverty; \*Student Attitudes; Urban  
Problems; \*Urban Youth; Water Pollution

IDENTIFIERS- \*Environmental Attitudes; Houston Independent School  
District TX; Pollutants

The understandings of and interest in the environment of children

in 12 tables. The second paper cites evidence that testing and then retesting 12-year-olds with the Kolb Learning Styles inventory resulted in one-third of the students changing learning styles. The paper also found that teaching a lesson that goes through the four phases of the Kolb cycle improves learning, but it could not be proven that students learn best in the phase that corresponds to their own style. (Contains 22 references.) (JDB)

ED 360 260

SP 034 453

Woloszyk, Carl A.; Davis, Suzanne  
Restructuring a Teacher Preparation Program Using the  
Professional Development School Concept.

PUB DATE- 15 Feb 93

NOTE- 28p.; Paper presented at the Annual Meeting of the  
Association of Teacher Educators (73rd, Los Angeles, CA,  
February 13-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*College School Cooperation; \*Educational Change;  
\*Educational Principles; Elementary Secondary Education; Higher  
Education; Partnerships in Education; \*Preservice Teacher  
Education; \*Program Development; School Districts; School Role;  
Teacher Education Programs

IDENTIFIERS- Holmes Group; Oakland University MI; \*Professional  
Development Schools

Improved professional education for teachers, counselors, and  
school administrators is needed in order to successfully reform  
schooling. Fundamental change in professional education  
requires educational partnerships between schools and  
universities. The professional development school (PDS)  
represents a pivotal element in the strategy of utilizing  
partnerships to effect restructuring of schools and teacher  
education programs. The place of these schools in the  
professional preparation of educators is considered analogous  
to the place of teaching hospitals in medical education.  
Although there are similarities between PDSs and laboratory  
schools, there are also differences that contribute to the  
PDSs' uniqueness. Establishing a PDS is a complex process,  
which can be expected to pass through four phases of  
development: exploration, orientation, implementation, and  
operation. This paper provides guidelines and identifies issues  
related to each phase. Two documents are included in the  
appendices: "Oakland University Michigan and Pontiac Schools  
Professional Development Schools: Criteria for Partners" and  
"Application for Oakland University-Pontiac Professional  
Development School." (IAH)

ED 360 261

SP 034 458

Hughes, Muriel M. Ah Sing  
Relationships among Various Demographic Variables and Measures of  
Teacher Competence: Making Sense of a Variety of Bivariate  
Correlations.

PUB DATE- Jan 93

NOTE- 21p.; Paper presented at the Annual Meeting of the  
Southwest Educational Research Association (Austin, TX, January  
28-30, 1993).

(150), Reports - Research/Technical (143)  
DESCRIPTORS- College Outcomes Assessment; Cooperating Teachers;  
Elementary Education; \*Graduate Study; Higher Education;  
Practicums; \*Preservice Teacher Education; Questionnaires; Self  
Concept; Self Esteem; Self Evaluation (Individuals); Student  
Attitudes; Student Teacher Supervisors; \*Student Teaching;  
Teacher Attitudes; Teacher Evaluation; \*Teacher Qualifications;  
\*Undergraduate Study

IDENTIFIERS- \*Preservice Teachers

Prospective teachers and their supervisors completed a pre- and post-student teaching questionnaire concerning the perceived impact of education and training on their capabilities to teach. Forty-one undergraduate and 18 graduate student teachers participated, along with 66 supervisory teachers. Extensive practica, consisting of over 400 hours in elementary school classrooms, had been introduced to the undergraduate teacher education program but not to the graduate school program. Results indicated that student teachers began student teaching quite confident in their beliefs about their education, training, and ability to teach. After they completed two student teaching placements of 7 weeks each, they felt even more positive about their ability to teach elementary subjects, to use specific teaching methods and strategies, and to manage a classroom in general. Undergraduate students were more confident than graduates at the post-questionnaire point. Following the student teaching experience, supervisors conveyed a positive belief about undergraduate student teachers' general preparation to teach, with 76 percent of the supervisory teachers of undergraduates ranking their students at the 2 highest levels, while only 40 percent of the supervisory teachers of graduate students did so. Factors explaining these intergroup differences are considered. (JDD)

ED 360 280

SP 034 632

Karge, Belinda Dunnick; And Others  
Analysis of Beginning Teacher Concern Data To Restructure  
Preservice Teacher Education.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Beginning Teacher Induction; \*Beginning Teachers;  
Developmental Stages; Elementary Education; Elementary School  
Teachers; Higher Education; \*Preservice Teacher Education;  
\*Professional Development; \*Psychological Patterns; \*Teacher  
Attitudes; Teacher Characteristics; Teacher Improvement;  
Teacher Response

Beginning elementary teachers (n=124) randomly selected from a pool of recent graduates and interns at a California State University campus completed the Teacher Concern Survey at the beginning and the end of their first year of teaching. The Teacher Concern Survey identifies three stages of concerns: (1) self--themselves and their own survival; (2) task--actual teaching duties; and (3) impact--related to the individual's abilities to be successful with students and the teaching-learning process. At the beginning of the year, teachers were most interested in self concerns. At the end of the year, the focus had changed to task concerns. Implications of these findings for restructuring teacher preparation and induction

PUB DATE- Apr 93

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Communication Problems; Elementary School Teachers; Elementary Secondary Education; Interaction; Interviews; \*Participative Decision Making; Role Perception; \*School Restructuring; Secondary School Teachers; \*Teacher Attitudes; \*Teacher Participation; Teacher Responsibility; \*Teacher Role

This study examines the perceptions of teachers in one school as they implemented shared decision making (SDM) over a period of over 2 years. Data from 100 interviews with 54 respondents including teachers, administrators, and other staff are analyzed. The changes the teachers experienced are examined at varying levels of SDM involvement from a symbolic interactionist perspective. Data indicated that teachers assumed new responsibilities through SDM. All teachers participated in the curriculum revision process, and many took part in faculty hiring. Faculty members elected to the SDM Council assumed a number of responsibilities associated with their roles as SDM representatives, but only a few Council members took responsibility for communicating effectively with grade-level colleagues. The breakdown in communication between the Council and the rest of the faculty and staff meant that almost all SDM responsibilities fell to Council members only. Some teachers did not perceive that they had the right to express their views and concerns. A number of participants felt that they had gained confidence from their involvement in SDM. Teachers' relationships with administrators changed only when administrators communicated clearly that SDM altered traditional governance. (Contains 26 references.) (JDD)

ED 360 300

SP 034 664

Clarke, Rodney H.  
Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classification; Clinical Experience; \*Curriculum Development; Definitions; Elementary Secondary Education; Experiential Learning; \*Field Experience Programs; Higher Education; \*Holistic Approach; \*Prerequisites; Preservice Teacher Education; Standards; \*Student Teaching; Teacher Education Programs; Teacher Role; Teaching Experience  
Care must be taken to ensure that students in teacher preparation programs are prepared to benefit maximally from field experiences. A curriculum that provides prerequisite knowledge, contrived teaching experiences on campus, proper sequencing of experiences, and balance between formal instruction and field experience is needed. Clinical and field-based experiences in teacher education programs can play either an educative or miseducative role in preparing future teachers. Potential pitfalls in provision of valuable field experiences are noted.



values (e.g., marriage and family 83% rating this as very important in 1980, 72% in 1990); (4) small but statistically significant increase in the number of females aspiring to traditionally male-dominated non-professional occupations (15.6% in 1980 versus 18.% in 1990). Sixteen tables and 13 figures present data from the 2 studies. Three appendixes contain information about the survey sample sizes, standard errors, and other methodological and technical information. Appendix A contains an additional 20 data tables. (Contains 46 references.) (SLD)

ED 360 319

TM 020 114

National Center for Education Statistics "Product Planning and Development." Final Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 13 Mar 92

NOTE- 124p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- \*Access to Information; Data Collection; Delivery Systems; \*Educational Research; Educational Technology; Elementary Secondary Education; Government Role; Higher Education; \*Information Dissemination; Needs Assessment; Research Reports; School Statistics; \*Statistical Data; \*Technological Advancement; \*User Needs (Information)

IDENTIFIERS- \*National Center for Education Statistics

To assist in its mission of providing information in the most timely manner, the National Center for Education Statistics (NCES) contracted for a study of current modes of information dissemination to its user population that would also identify new and emerging technologies for information dissemination. The project is divided into three phases of information collection activities. Phase 1 entails analyzing current information dissemination. Phase 2 explores new or emerging technologies. Phase 3 includes user requirements analysis. In general, NCES users are satisfied with the quality of NCES information, but want to be more informed about product offerings and want more timely access to NCES information. The end-user interface is the weak link in the Federal Government's program of providing statistical information about education in the United States. Otherwise, the NCES serves its pluralistic constituency well, packaging its information in a variety of formats and product types and delivering them in a variety of ways via current technology. Weaknesses are in the areas of timeliness, delivery targeting, and user awareness. Recommendations are presented mainly in the area of enhanced technology utilization. Seven figures illustrate the report. An appendix contains six illustrative figures. (SLD)

ED 360 320

TM 020 117

Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992.

PUB DATE- 92

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Achievement Gains;

culture. Three tables present study findings, and an appendix contains the statements from the profile. Contains 46 references. (SLD)

ED 360 337

TM 020 198

Inderbitzen, Heidi M.; Garbin, Calvin P.  
An Investigation of the Construct Validity of the Teenage  
Inventory of Social Skills: A Convergent Multivariate Approach.  
PUB DATE- Nov 92

NOTE- 13p.; Paper presented at the Annual Meeting of the  
Association for the Advancement of Behavior Therapy (26th,  
Boston, MA, November 19-22, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adolescents; Comparative Testing; \*Construct  
Validity; Criterion Referenced Tests; Factor Analysis; Factor  
Structure; Grade 9; Identification; \*Interpersonal Competence;  
Junior High Schools; \*Junior High School Students; Multivariate  
Analysis; Questionnaires; \*Test Reliability

IDENTIFIERS- \*Teenage Inventory of Social Skills

In an attempt to determine the subscale structures most useful  
for identifying adolescents with social skill deficits, this  
study investigated the factor structure of the Teenage  
Inventory of Social Skills (TISS) and its relationship to two  
measures of adolescent social competence. Two measures were  
completed by 1,142 ninth-grade students (577 males and 565  
females) in 7 junior high schools: the TISS and a Sociometric  
and Friendship Questionnaire. Exploratory and confirmatory  
factor analyses, internal reliability analyses, and criterion  
related assessments converged to support a two-subscale  
structure (a prosocial and an asocial behavior subscale) of the  
TISS as well as provide evidence of the questionnaire's  
construct validity. Three tables present study data.  
(Author/SLD)

ED 360 338

TM 020 200

Frymier, Jack

Replication: A New Look at an Old Idea.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and  
Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Data Collection; Educational Research; Elementary  
Secondary Education; \*Program Implementation; Research  
Methodology; Research Problems; \*Research Projects; \*Training

IDENTIFIERS- Aggregation (Data); Good Schools Project (Kappa  
Delta Pi); \*Simultaneous Research Replication; Study of  
Students at Risk (Phi Delta Kappa)

An approach to research that was conceptualized with the idea of  
replicating one study in dozens of locations simultaneously is  
described, focusing on two research projects with simultaneous  
replication. In 1988 researchers in 85 locations collected data  
in 276 schools as part of the Phi Delta Kappa Study of Schools  
At Risk. In 1982, data were collected in 106 schools in 41

Patton, M. J.; And Others

The Supervisory Working Alliance Inventory: A Validity Study.

PUB DATE- Aug 92

NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Testing; \*Counselor Training; \*Factor Structure; Higher Education; Measures (Individuals); Psychometrics; \*School Counselors; Supervision; \*Supervisors; Test Reliability; Test Use; \*Test Validity; Universities

IDENTIFIERS- Eigenvalues; \*Personal Reactions Scale (Revised); Supervisor Supervisee Relationship; \*Supervisory Working Alliance Inventory

The Supervisory Working Alliance Inventory (SWAI) developed by J. F. Estabrook, M. J. Patton, and C. M. Kardash (1990) was further evaluated for its psychometric properties and relationships with the Personal Reactions Scale--Revised (PRS-R) developed by E. L. Holloway and B. E. Wampold (1984), the only other measure of the relationship in counselor supervision. The original factor structure of the SWAI was replicated on a sample considerably different from the one reported in the initial study. A sample of 65 supervisors (34 males and 31 females) and 88 trainees (20 males and 68 females) from university staffs returned completed instruments, which were supplemented by data for an additional 30 supervisors and 30 trainees from a university counseling center. Results suggest the suitability of the SWAI for use with participants of differing backgrounds and experiences. Correlations with the PRS-R indicate that the SWAI measures the supervisory relationship over more dimensions than the PRS-R, most notably focusing on trainees' understanding of clients. Two tables present means, standard deviations, factor loadings, eigenvalues, and variance for the two SWAI versions. (SLD)

ED 360 359

TM 020 261

Shoemaker, Caryn R.

Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

PUB DATE- Jan 92

NOTE- 207p.; For the 1992 report, see TM 020 262.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- College Bound Students; Dropouts; \*Graduation; \*High School Graduates; High Schools; \*Minority Groups; \*Public Schools; \*School Districts; School Holding Power; School Statistics; \*State Surveys; Tables (Data); Trend Analysis

IDENTIFIERS- \*Arizona

Four-year graduation rates by high school, district, county, and state were studied for Arizona in 1991, partly to establish a baseline from which to measure the effect of student retention programs. Members of the class of 1991 were identified as those who were first-time ninth graders in the 1987-88 school year. The median graduation rate was 72 percent, ranging from 38 percent to 98 percent (excluding 3 special programs). The state goal of an 80 percent graduation rate by 1992 has already been met or exceeded by 46 high schools, and about 40 percent of the schools have eliminated differences in the graduation rates of

Choy, Susan P.; And Others  
Schools and Staffing in the United States: A Statistical Profile,  
1990-91.

SPONS. AGENCY- National Center for Education Statistics (ED),  
Washington, DC.

PUB DATE- Jul 93

NOTE- 218p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive  
(Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Followup Studies;  
Graphs; Minority Groups; \*National Surveys; Principals;  
\*Private Schools; Profiles; \*Public Schools; School Districts;  
\*School Statistics; School Surveys; Tables (Data); Teacher  
Characteristics; \*Teacher Supply and Demand; Urban Schools  
IDENTIFIERS- \*Schools and Staffing Survey (NCES)

The National Center for Education Statistics (NCES) has recently released the 1990-91 Schools and Staffing Survey (SASS), an integrated survey of public and private schools, school districts, principals, and teachers, conducted every 3 years. This report presents results from the recent SASS. In 1990-91, there were about 80,000 public schools and about 25,000 private schools in the United States, enrolling about 44.8 million students, almost 40.1 million in public schools and 4.7 million in private schools. Seventy-five percent of central city public schools had enrollments that were 20 percent or more minority. In 1990-91, there were 2.9 million teachers in the elementary schools and secondary schools, more than 2.5 million teachers of whom were in public schools. Seventy-three percent of teachers were female and 87 percent were white. Forty-nine percent of all schools had no minority teachers, and 46 percent of all teachers had a degree higher than a Bachelor's of Arts. In the study period, both public and private schools filled almost all of their approved positions, and 10 percent of public schools and 16 percent of private schools provided teacher retraining to fill fields with anticipated shortages. Information about teacher attitudes is also presented. Sixty-seven tables and 39 figures present survey data. Appendix A contains 27 additional tables by school typology. Appendix B contains the standard errors for selected tables. Appendix C presents technical notes. (SLD)

ED 360 379

TM 020 383

Arnold, Carolyn L.; And Others

Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-  
89. Schools and Staffing Survey. Teacher Followup Survey. E.D.  
TABS.

SPONS. AGENCY- National Center for Education Statistics (ED),  
Washington, DC.

PUB DATE- Jun 93

NOTE- 98p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive  
(Program/Project Descriptions) (141)

DESCRIPTORS- Beginning Teachers; \*Elementary School Teachers;  
Elementary Secondary Education; Employment Patterns; Followup  
Studies; \*National Surveys; Needs Assessment; Private Schools;  
Public Schools; \*School Statistics; School Surveys; \*Secondary  
School Teachers; Tables (Data); Teacher Persistence; Teacher  
Recruitment; \*Teacher Supply and Demand

reading ability. Because only about one-fourth of the nation's households include school-age children, depending on parents alone to improve education is not enough. All concerned citizens must work for better education. Specific suggestions are offered to help make the U.S. education system the best in the world. Five bar graphs illustrate aspects of progress toward the national goals. (SLD)

ED 360 397

TM 020 653

Cizek, Gregory J.

Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."

SPONS. AGENCY- National Assessment Governing Board, Washington, DC.

PUB DATE- Aug 93

NOTE- 41p.; Paper commissioned by the National Assessment Governing Board.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Academic Standards; Achievement Tests; Educational Policy; Elementary Secondary Education; \*Evaluation Methods; Literature Reviews; National Competency Tests; \*Performance; Psychometrics; Research Problems; \*Research Reports; \*Test Reliability; Test Validity  
IDENTIFIERS- Angoff Methods; National Academy of Education; National Assessment Governing Board; \*National Assessment of Educational Progress; \*Standard Setting; Trial State Assessment (NAEP)

The report of the National Academy of Education (NAE), "Setting Performance Standards for Student Achievement," provides an interpretation of NAE investigations into the procedures surrounding establishment of achievement levels for the National Assessment of Educational Progress (NAEP). The NAE report synthesizes the investigations of other research efforts commissioned by the NAE Panel on the Evaluation of the NAEP Trial State Assessment. The following documents have been reviewed: (1) the NAE report itself, with 10 studies commissioned in preparing the report; (2) "Setting Achievement Levels on the 1992 National Assessment of Educational Progress in Mathematics, Reading, and Writing" from the American College Testing Program, 1991; (3) "NAGB Policy Framework and Technical Procedures for Setting Appropriate Achievement Levels for the National Assessment of Educational Progress" (National Assessment Governing Board, 1991); and (4) "The Reliability and Validity of the 1992 NAEP Achievement Levels" from American College Testing, 1993. It is concluded that the NAE evaluation is a seriously inaccurate representation of the technical and procedural propriety of the NAEP levels-setting process. Errors and inaccuracies are described in the general areas of authority and credibility, conclusions about the use of the Angoff method, procedural propriety and results, and the validity of NAEP levels. Accurate conclusions are also reviewed, and some constructive suggestions are made. (Contains 35 references.) (SLD)

ED 360 398

TM 020 654

Kane, Michael

Comments on the NAE Evaluation of the NAGB Achievement Levels.

SPONS. AGENCY- National Assessment Governing Board, Washington, DC.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reference Materials - Bibliographies (131)

DESCRIPTORS- \*American Indians; Annotated Bibliographies; \*Asian Americans; \*Blacks; Economic Factors; \*Educational Experience; Ethnic Groups; Health; \*Hispanic Americans; Housing; Justice; Minority Groups; Multicultural Education; Political Issues; Racial Bias; \*Racial Discrimination

IDENTIFIERS- \*African Americans

A comprehensive and comparative compilation of the social science literature pertinent to ethnic discrimination and racial discrimination and practice is presented, focusing on areas of discrimination common to these groups in economics, education, employment, health, housing, criminal justice, and political participation. To represent major ethnic groups, the bibliography is presented in the following parts: (1) African Americans; (2) American Indians; (3) Asian Americans; (4) Hispanic Americans; and (5) Multi Ethnic. Each bibliography is accompanied by its own index that lists major content areas and subareas. There are over 4,200 entries. The education content area includes 425 references related to African Americans, and the multi-ethnic section lists 340 articles focusing on education. Education entries form a much smaller part of the other ethnic listings. (SLD)

ED 360 417

UD 029 334

Sikkema, Mildred; Niyekawa, Agnes  
Design for Cross-Cultural Learning.

PUB DATE- 87

NOTE- 112p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cross Cultural Studies; \*Cross Cultural Training; \*Cultural Awareness; Cultural Differences; \*Curriculum Development; \*Field Experience Programs; Higher Education; High Schools; Intercultural Programs; \*International Educational Exchange; \*Multicultural Education; Student Exchange Programs; Student Experience; Study Abroad; Theory Practice Relationship  
The essence of cross-cultural learning and how it can be

effectively incorporated into an academic program are explored. A design for cross-cultural learning is proposed that can be applied anywhere in the educational process from high school through professional training. It is based on the experiences of the authors in experimental programs in Hawaii and the Pacific. It is predicated on the idea that becoming familiar with one new culture builds the framework for understanding and accepting other cultures. The educational design begins with a pre-field seminar meeting at the campus for weekly sessions of cultural learning for a term. The second step is field experience of at least 2 months in another culture. This phase includes a weekly seminar and keeping a journal by students. A final step is the post-field program on campus with learning summaries and weekly meetings for a term to integrate theory and practice. Appendixes discuss implementing the design, stages of learning in the field experience, and adapting the design to existing study abroad programs. Contains 101 references. (SLD)

ED 360 418

UD 029 335

Jervis, Kathe, Ed.; Montag, Carol, Ed.  
Progressive Education for the 1990s: Transforming Practice.

behaviors. The sample demonstrated high levels of behaviors and attitudes considered indicators of school problems and poor experiences of education. Case studies of three adolescents for whom the outlook is relatively positive and three for whom the prospects are negative provide insight into the conditions that predispose these youngsters to risk. Policies are suggested for the improvement of schools and the education of teachers to help combat the conditions that put youth at risk. Community supports and resources that can be mobilized for the effort are explored. Improved educational experiences and educational environments are vital for disadvantaged youth. (Contains 43 references.) (SLD)

ED 360 437

UD 029 378

Borman, Kathryn M.

Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft.

PUB DATE- 6 Feb 92

NOTE- 62p.; Version of a paper presented at the Annual Meeting of the American Sociological Association (Cincinnati, OH, August 23, 1991).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Children; Cultural Differences; \*Disadvantaged Youth; Dropouts; Economically Disadvantaged; Elementary Secondary Education; Equal Opportunities (Jobs); Family Problems; \*High Risk Students; Poverty; \*Social Discrimination; Social Services; Social Support Groups; Summer Programs; Urban Problems; \*Urban Youth

IDENTIFIERS- \*Appalachian Whites; \*Ohio (Cincinnati)

The issues facing urban Appalachian children and their families in Cincinnati (Ohio) are addressed. Appalachians have the highest school dropout rate in Cincinnati proportionate to their numbers, with low access to jobs and generally poor access to, and use of, public services. Much of the information for this report comes from a survey of 246 Summer Program participants (youth) in an Appalachian neighborhood. Other information is derived from recent research and personal experiences working with this population. Two particularly pressing issues are jobs and health-related concerns. Appalachians are discriminated against in the job market and neglected in health services. Examination of the elementary school and high school experiences of urban Appalachian children reveals the economic stresses these families encounter, as well as the strong cultural influences in which they develop. The life experiences of a neighborhood worker from the urban Appalachian background illustrate the difficulties these children face. Interviews with program participants gave a strong sense of the neighborhood as a supportive network with an enclave character. High school is frequently seen as dominated by an alien culture. Social services delivery systems for urban Appalachians should address needs in the neighborhoods while emphasizing personal attention and practical applications in a culturally sensitive fashion. (SLD)

ED 360 438

UD 029 380

Hamid, Ansley

The View from New York City's Crack-Plagued Neighborhoods.

SPONS. AGENCY- Office of Educational Research and Improvement

in an inner-city black community were studied. To investigate their environmental moral reasoning, children's evaluations and supporting justifications were assessed regarding a hypothetical scenario that involved polluting a local waterway. Seventy-two children, 12 males and 12 females from each of 3 grade levels (1, 3, and 5), from a Houston (Texas) elementary school were interviewed. Virtually all were black, and most received the free lunch program. Subjects' general environmental knowledge and attitudes were evaluated, and questions were asked about the hypothetical polluting of a bayou near the school. Results confirm the personal and moral importance that the environment has for these inner-city children. They have talked about environmental issues in their homes and are aware of the problems of pollution. Environmental harm matters to these children, and they view polluting the bayou as a violation of a moral obligation. The constraints of living in the inner-city have not diminished their appreciation for nature. Four tables present student interests and characteristics. Contains 43 references. (SLD)

ED 360 457

UD 029 413

Thompson, Bruce; And Others

Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students.

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Aspiration; Career Exploration; \*Career Planning; Educational Assessment; Equal Opportunities (Jobs); \*Health Occupations; High Schools; \*High School Students; \*Hispanic Americans; Knowledge Level; \*Magnet Schools; Minority Groups; Occupational Aspiration; \*Student Attitudes

IDENTIFIERS- \*Hispanic American Students; Texas

The present study explored the perceptions of 664 Hispanic and non-minority high school students as regards barriers to entering health professions and the characteristics of health career jobs. Students were enrolled in a high school for the health professions or an enrichment add-on intervention, or were members of an honor society contrast group. The students were remarkably similar in their perceptions of barriers to entering health professions, and in attitudes toward health careers. Differences in student knowledge about health careers were noted. (Author)

ED 360 458

UD 029 414

Hopfenberg, Wendy S.

The Accelerated Middle School: Moving from Concept toward Reality.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- Apr 91

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Children; Disadvantaged Youth;



LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; Comparative Analysis; Correlation; Elementary Education; Grade Point Average; Higher Education; \*Nontraditional Students; \*Predictor Variables; Preservice Teacher Education; \*Student Teacher Evaluation; \*Student Teachers; \*Teacher Competency Testing; \*Teaching Skills

IDENTIFIERS- National Teacher Examination; Preservice Teachers  
While the increase of older students in college undergraduate programs across the nation and the increasing need for teachers have been documented in a multitude of diverse research studies, there is little to link these two areas of research. This study provides a comparative analysis of 10 traditional and 22 nontraditional student teachers' performance on teacher competency measures. For this study, nontraditional students are individuals 24 years of age and older. The competency measures are divided into two parts: assessment of academic knowledge--ACT scores, grade point average, and NTE scores; and demonstration of teaching skills as measured by the student teaching evaluation scores. The Mississippi Teacher Assessment Instrument was used to derive these scores. The analysis of the data, done through a large correlation matrix, reveals relationships between achievement indicators and performance on the teacher competency measures, as well as an achievement profile of traditional and nontraditional students as it is colored by selected demographic variables. (Author/IAH)

ED 360 262

SP 034 464

Neal, Larry L.

International Curriculums.

PUB DATE- 24 Mar 93

NOTE- 23p.; Paper presented at the American Association for Leisure and Recreation Workshop on Teaching Effectiveness (Washington, DC, March 24, 1993). Some tables and figures may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Curriculum; Higher Education; International Education; International Programs; \*International Studies; \*Leisure Time; Parks; Program Development; \*Recreation; Tourism

This workshop presentation on international curriculums in the field of parks, recreation, leisure, cultural services, and travel/tourism comments that the literature is replete with articles addressing what the field is about, but not about curriculum issues, models, and structure. It reports an international survey of 12 college educators concerning their curriculum's mission statements, domains covered, course titles, and other highlights. The survey found no universally accepted curriculum structure or format. The paper describes the WICE program, which is an innovative international university program offering 20-month certificate courses and short-term thematic courses in The Netherlands. Highlights of information from the "International Directory of Academic Institutions in Leisure, Recreation and Related Fields" are then presented, including general information; statistical data; and organizational charts of educational systems in such countries as Cameroon, China, Israel, Japan, Austria, Denmark, and France. (JDD)

programs are outlined. For example, it is recommended that preservice teachers be instructed on procedural policies, recordkeeping, and classroom management at the beginning of their student teaching programs, and that they be expected to apply more complex teaching strategies later as they become more focused and concerned about content. (Contains 16 references.) (JDD)

ED 360 281

SP 034 633

Karge, Belinda Dunnick  
Beginning Teachers: In Danger of Attrition.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; \*Beginning Teachers; Demography; Educational Environment; Elementary Secondary Education; \*Environmental Influences; \*Faculty Mobility; National Surveys; Organizational Climate; Public Schools; Sex Differences; \*Teacher Attitudes; Teacher Characteristics; \*Teacher Persistence; Teacher Response; Teaching Experience

IDENTIFIERS- Schools and Staffing Survey (NCES)

This study examined the relationship between environmental factors of teaching climate for beginning teachers and the desire to remain in teaching. Data from 23,088 Public School Teacher Questionnaires from the Schools and Staffing Survey longitudinal database were analyzed to determine the effect of environmental demographic factors (administrative support, enforcement of rules, staff cooperation, adequacy of resources, student achievement level, after-school work load, gender, age, marital status, and second thoughts about career choice) on the intention to stay in teaching for 3,000 beginning elementary public school teachers. All variables listed except staff cooperation were related to beginning teachers' decisions to remain in teaching. Beginning teachers who were single, female, and older than the norm were especially susceptible to the stresses and isolation of elementary school teaching. The presence of administrative support and the adequacy of resources to do one's job far outweighed the negative influence of discipline problems and unending paperwork. The study confirmed that it is crucial for beginning teachers to have a support system to enhance their teaching experience. (Contains 27 references.) (JDD)

ED 360 282

SP 034 634

Guskey, Thomas R.  
Preservice and Inservice Professional Development Efforts

Regarding Bloom's Learning for Mastery.

PUB DATE- Apr 93

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Content Analysis; \*Educational Psychology; Elementary Secondary Education; Faculty Development; Higher

The effort to conceptualize clinical and field-based experiences can be guided by: (1) M. Scriven's list of the duties of a teacher; (2) the Interstate New Teacher Assessment and Support Consortium standards; (3) C. Smith and E. Sagan's taxonomy of field experiences; (4) the Category II criteria of the National Council for Accreditation of Teacher Education (NCATE); (5) NCATE's approved curriculum guidelines; and (6) established priorities for teacher education programs. These guides are foundational in developing a common definition of the duties, knowledge, dispositions, and skills needed for a wholistic view of teaching. A student teacher evaluation form is appended. (Contains 13 references.) (JDD)

ED 360 301

SP 034 668

Halliwell, Gail

Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials

(070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adoption (Ideas); \*Change Agents; \*Change Strategies; Curriculum Development; \*Curriculum Enrichment; Decision Making; \*Educational Practices; Faculty Development; Foreign Countries; Interpersonal Relationship; Literature Reviews; Personal Narratives; Primary Education; \*Social Influences; Teacher Attitudes; Young Children

IDENTIFIERS- \*Acceptability Judgments; Australia; \*Child Responsiveness; Dilemma Discussion Approach

This paper reports on a study of the perceptions of 10 teachers as they sought to gain acceptance for curriculum practices considered to be child-responsive. The teachers worked with 5- and 6-year-old children in schools where some perceived their child-responsive practices as innovative, introducing practices which differed from those already institutionalized in the school. The transactional nature of the curriculum implementation process is illuminated through narrative accounts constructed with the teachers. Collaborative efforts were made to understand and explain the complexities of using ideals to inform practice within the everyday routines for living in the workplace. The inquiry resulted in narratives which focus on dilemmas commonly faced by the teachers and on personal images orientating action in situations where dilemmas arise. It is argued that the constructs of teacher dilemmas and teacher images provide useful foci for reflexively examining everyday experiences in deciding the curriculum. Through use of these constructs, teachers and student-teachers may achieve greater insight into the practical world of teachers' work, where images of self in social relationships enter into decisions made about how to act to gain acceptance for practices associated with educational ideals. (Contains approximately 45 references.) (Author/LL)

ED 360 302

SP 034 674

School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory.

Achievement Tests; Comparative Testing; Educational Assessment;  
\*Elementary School Students; English; Foreign Countries; Grade  
5; Grade 7; Intermediate Grades; Junior High Schools; Junior  
High School Students; Mathematics Achievement; Rural Schools;  
Scores; Suburban Schools; \*Testing Programs; Test Items; \*Test  
Results; \*Urban Schools  
IDENTIFIERS- \*Australia (Northern Territory); \*Primary Assessment  
Program (Australia)

This report contains details of the results of the Primary  
Assessment Program conducted in 1991 in urban and non-urban  
schools in the Northern Territory of Australia. The assessment  
program, conducted annually at years 5 and 7 in urban schools  
and at ages 10 years and above in non-urban schools, monitors  
achievement in English and mathematics. In 1991, nearly 4,000  
urban students and 1,700 non-urban students participated in the  
testing program. Findings reveal a significant improvement in  
the achievement of urban students in years 5 and 7 in  
mathematics in 1991 compared with 1990. Fundamental changes in  
the reading test made it impossible to compare the two years.  
However, evidence suggests that urban school functional  
literacy and reading comprehension was good, but was not as  
good in the non-urban schools, where many students appeared  
unable to perform satisfactorily in tasks required for Stages 4  
and 5 of reading and Stage 4 of mathematics. Results are  
reported in a format teachers and principals have found easy to  
understand. Eleven appendixes contain sample questions for the  
different assessments, information about the test committees,  
and test statistics. Information about test items, scores, and  
mean achievement is presented in 26 tables. Score distributions  
are portrayed in 11 graphs. (SLD)

ED 360 321

TM 020 118

Willis, John A.

Chapter 1 Eligibility Factors and Weights: Using Probit Analysis  
To Determine Eligibility Criteria.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Compensatory Education; \*Educationally  
Disadvantaged; Elementary Education; \*Elementary School  
Students; \*Eligibility; \*Federal Programs; Identification;  
Mathematical Formulas; Mathematics Instruction; Predictive  
Measurement; Reading Programs; Student Evaluation; \*Student  
Placement; Weighted Scores

IDENTIFIERS- Comprehensive Tests of Basic Skills; \*Education  
Consolidation Improvement Act Chapter 1; Kanawha County Schools  
WV; Normal Curve Equivalent Scores; Probit Analysis; Z Scores  
Kanawha County (West Virginia) schools use Z-scores to identify  
elementary students eligible for Chapter 1 services in reading  
and mathematics. A probit analysis of over 500 previously  
served students was used to determine the variables and weights  
in the Z-score equations. Independent variables were chosen  
from those commonly used to identify Chapter 1 students. The  
best predictor formula for reading services used student's age,  
Comprehensive Test of Basic Skills (CTBS) total reading (or MRT  
reading composite) normal curve equivalent (NCE) score, end-of-  
year letter grade in reading, and number of times a student had  
been retained. For mathematics, best prediction was obtained

communities as part of the Kappa Delta Pi Good Schools Project. In both studies, data were collected with identical instruments and identical procedures, and analyzed site by site in identical ways. The work of the Students At Risk project is summarized to provide an understanding of the methodology. To assure commonality, the project began with preparation of a manual of instructions. Participants met in advance of the study for training and to become familiar with the manual. Data files were analyzed in aggregated and disaggregated form, the disaggregated form being the simultaneous replication. Researchers at each site received all of the data from all of the sites. An attachment presents a section of the manual. Appendix A contains the matrix data sheet, and Appendix B contains instructions for recording information. (SLD)

ED 360 339

TM 020 205

Walker, Elaine M.

Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program.

PUB DATE- Oct 92

NOTE- 122p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; \*Administrator Attitudes; College School Cooperation; Decision Making; Educational Change; Elementary Secondary Education; Organizational Change; \*Parent Attitudes; Program Effectiveness; \*Program Evaluation; Questionnaires; School Based Management; School Districts; School Personnel; \*School Restructuring; School Surveys; \*Teacher Attitudes; Urban Schools

IDENTIFIERS- \*Cluster Schools; \*Newark School System NJ

The Cluster Schools Program attempted to restructure the governance structure in participating Newark (New Jersey) schools through shared decision making and site-based management. It also sought to foster strong links with other public and private institutions by establishing a collaborative that includes university participants among others. This report presents results of the first evaluation of program impact on the 10 participant schools. The evaluation relied on perceptions, attitudes, and behaviors of major participants. Questionnaires were completed by 4 central office personnel, 21 administrators, 187 teachers, and 274 parents. Highlights of findings are presented in the following areas: (1) the impact of organizational changes on schools; (2) the central office team; (3) endorsement of site-based management; (4) the level of involvement of schools and faculties in major program initiatives; (5) teacher perceptions of the impact of the Cluster Schools Program on bringing about change in the schools; and (6) the impact on student achievement. Highlighted findings underscore the need for the school district to look critically at the restructuring effort. Recommendations emphasize the importance of enhancing impact on the instructional program. Sixteen tables and four figures illustrate the evaluation. Three appendixes list collaborators, contain the study instruments, and give an achievement profile for cluster schools. (SLD)

ED 360 340

TM 020 206

Kopacsi, Rosemarie; Koopmans, Matthijs

Even Start: An Assessment of Parent Involvement in Early

minority and non-minority students. The average graduation rate is up 10 percentage points, compared to 1990; and the median rate is up 4 points, although these gains may be due in part to sampling or improved recordkeeping. Eight tables in the text allow comparison of graduation rates in different categories. Appendix A contains a ranking of 143 schools by graduation rate, and Appendix B contains tables for the 15 counties. Appendix C presents tables of graduation rates by school and district (147 pages). A sample of the form used for reporting the data is in Appendix D. (SLD)

ED 360 360

TM 020 262

Shoemaker, Caryn R.

Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

PUB DATE- Mar 93

NOTE- 345p.; For the 1991 report, see TM 020 261.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- College Bound Students; Dropouts; Ethnic Groups; \*Graduation; \*High School Graduates; High Schools; \*Minority Groups; \*Public Schools; \*School Districts; School Holding Power; School Statistics; Sex Differences; \*State Surveys; Tables (Data); Trend Analysis

IDENTIFIERS- \*Arizona

Four-year graduation rates by high school, district, county, and state were studied for Arizona for 1992. Members of the class of 1992 were identified as those who were first-time ninth graders in the 1988-89 school year. Data was submitted by 156 high schools and special programs for 12th graders, but the reports of 5 districts (21 schools and programs) were eliminated because of unreliable data. The mean 4-year graduation rate was 67 percent, and the median was 70 percent. Rates ranged from 29 percent to 100 percent. The state goal of an 80 percent rate was met by 37 high schools, and almost one-third of the schools achieved the goal of eliminating a gap between minority and non-minority rates. The rate was slightly higher than the corrected rate for 1991, although not higher than the rate originally reported. Overall, mean graduation rates improved for all ethnic groups and both genders. Ten tables and five charts present statewide graduation information. Appendix A ranks the schools by graduation rate, and Appendix B reports graduation rates by county and state. Appendix C contains 172 pages of tables of graduation reports by school and school district. The graduation rate report form and instructions for completing it are in Appendix D. (SLD)

ED 360 361

TM 020 263

Bethscheider, Janine K.

Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1.

PUB DATE- Dec 92

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adults; \*Aptitude Tests; Career Choice; Comparative Testing; Correlation; Difficulty Level; Educational Objectives; \*Item Analysis; \*Test Construction; Test Format; Test Interpretation; Test Items; Test Reliability; \*Thinking Skills

IDENTIFIERS- \*Schools and Staffing Survey (NCES); \*Teacher Followup Survey (NCES)

The 1987-88 Schools and Staffing Survey (SASS) and the 1988-89 Teacher Followup Survey contain data that can be used to examine issues related to the need for teachers, sources of teacher supply, teacher turnover, teacher attrition, and teacher shortages. This report describes patterns in the sources of supply and the demand for teachers in terms of indicators of shortage and surplus. All but two tables include national estimates for all teachers and for public and private school teachers separately. In 1987-88, approximately 2.6 million teachers were employed in the nation's schools, 2.3 million of them in public schools. In 1987-88, about 63,000 teachers were newly hired, and most were just out of college. In 1987-88, approximately 11 percent of open teaching positions were not filled. Reasons why teachers left the workforce were also studied. Seventeen tables present survey findings. Appendix A presents 17 tables of standard errors, and Appendix B contains technical notes. (SLD)

ED 360 380

TM 020 384

Kaufman, Steven; Huang, Hertz  
Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report.

PUB DATE- Jul 93

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Characteristics; Data Collection; Elementary School Teachers; Elementary Secondary Education; \*Estimation (Mathematics); \*National Surveys; Private Schools; Public Schools; Research Design; \*Research Methodology; Sample Size; \*Sampling; School Statistics; \*School Surveys; Secondary School Teachers; Teacher Characteristics; Teacher Supply and Demand

IDENTIFIERS- Common Core of Data Program; \*Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) represents the union of three surveys by the National Center for Education Statistics (NCES), the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. The SASS measures critical aspects of teaching supply and demand, the composition of the teacher and administrator workforce, and the status of teaching and schooling in general. The merger of the studies produces one database. SASS is designed to provide estimates to meet its analytical goals: (1) national estimates for public and private schools; (2) state estimates for public schools; (3) state/elementary, state/secondary, and national combined public school estimates; (4) detailed association estimates and grade school estimates for private schools; (5) estimates of change from 1988 to 1991 in school level characteristics; and (6) national estimates for schools with greater than 25% American Indian enrollment. This report describes the procedures used in the following areas: (1) school and teacher sample stratum allocation; (2) overlapping 1988 and 1991 SASS samples; (3) public school sample design; (4) local education agency sample design; (5) private school sample design; (6) teacher sample design (including within school teacher allocation); (7) weighting; (8) imputation; (9) variance estimation techniques; and (10) frame evaluation. Changes in the study design since the inception of the study in

PUB DATE- Sep 93

NOTE- 20p.; Paper commissioned by the National Assessment Governing Board.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Academic Standards; Achievement Tests; Educational Policy; Elementary Secondary Education; \*Evaluation Methods; Literature Reviews; Measurement Techniques; National Competency Tests; Performance; \*Psychometrics; Research Problems; \*Research Reports; \*Test Reliability; Test Validity

IDENTIFIERS- \*Angoff Methods; National Academy of Education; National Assessment Governing Board; \*National Assessment of Educational Progress; Standard Setting; Trial State Assessment (NAEP)

The National Academy of Education (NAE) Panel has drawn two major conclusions in its evaluation of the National Assessment Governing Board's (NAGB) efforts to set achievement levels for the National Assessment of Educational Progress (NAEP). They are that the Angoff procedure is fundamentally flawed for the setting of achievement levels, and that the weight of evidence suggests that the 1992 achievement levels were set unreasonably high. However, the evidence presented in the final report of the Panel and in the reports of the studies it commissioned do not justify these conclusions, and some of the evidence directly contradicts them. The NAE report is well written and provides a good discussion of the general issues in standard setting, but it generally accepts the results of the studies it commissioned at face value, without regard to their flaws, and it evaluates the NAGB achievement levels in a vacuum in that it fails to consider alternative explanations for anomalous results and fails to examine the potential problems in the methods it proposes for reporting the NAEP results. Nine commissioned studies are evaluated individually. (SLD)

ED 360 399

UD 028 861

Mayland, Valen  
Monsters Make Stories.

PUB DATE- 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Classroom Techniques; \*Computer Assisted Instruction; Computer Software; Elementary Education; \*Reading Instruction; \*Student Motivation; Teacher Developed Materials; \*Writing Instruction

IDENTIFIERS- IMPACT II

This publication describes Monsters Make Believe, a computer-based, teacher-developed program for enhancing reading and writing instruction in the elementary grades. Motivation to read and write is provided by the creation of monsters. The software can even offer a vehicle that is able to write a descriptive paragraph. An overview describes a possible use of the software with a computer where a teacher reads a classic scary story and sets the mood with audio effects, and students are anxious to create the monster. The final writing can be a team effort where students list the descriptive adjectives, use them to form sentences, and finally form a paragraph. Students would choose a background, build the monster, save the creation



PUB DATE- 91  
 NOTE- 214p.; Foreword by Joseph Featherstone.  
 LANGUAGE- English  
 EDRS Price- Document Not Available from EDRS.  
 PUB TYPE- Books (010), Collected Works - General (020), Reports -  
 Evaluative/Feasibility (142)  
 DESCRIPTORS- Adolescents; Black Students; \*Cultural Differences;  
 Democracy; Educational Change; Educational History;  
 \*Educational Practices; Elementary Secondary Education; Essays;  
 Humanistic Education; \*Progressive Education; \*Teaching  
 Methods; United States History; \*Urban Schools  
 IDENTIFIERS- \*Reform Efforts  
 In this collection, educators examine progressive education from  
 both historical and practical standpoints, addressing the daily  
 struggles confronting progressively oriented teachers as they  
 create classrooms to support their values. After an  
 introduction, "Class Values," by C. Montag, the following  
 essays are presented: (1) "Large Purposes" (V. Perrone); (2)  
 "Honoring Diversity/Striving for Inclusion" (P. Carini); (3)  
 "Urban Conversations" (M. Gaston, B. Kanze, and D. Murphy); (4)  
 "Democracy, Progressivism, and the Comprehensive High School"  
 (M. Lazerson); (5) "The Eight Year Study" (K. Irwin); (6) "John  
 Dewey's School" (J. Katch); (7) "Twenty-Four, Forty-Two, and I  
 Love You: Keeping It Complex" (E. Duckworth); (8) "Assessing  
 Imperfect Conceptions" (H. Dyasi); (9) "Jason and Matt" (K.  
 Hibl); (10) "Looking at a Child's Work" (K. Jervis and A.  
 Wiener); (11) "Grounded Insight" (W. Ayers); (12) "The  
 Kindergarten Tradition in the High School" (D. Meier); (13)  
 "The High School Inquiry Classroom" (A. Cook); (14) "Blacks in  
 White Schools" (F. Moore-Bond); (15) "A Hero for Fifteen-Year-  
 Olds: Raoul Wallenberg" (C. Meyers); (16) "Teaching Science as  
 a Liberal Art" (A. Kaplan); and (17) "Educating against All  
 Odds" (M. Mathias). An afterword by L. Weber, "Books To Nourish  
 Democratic Educators," presents a 29-item bibliography; and an  
 annotated bibliography, by M. K. Stone, "Progressive Education  
 (1890-1990)," lists 60 works on the history of progressive  
 education. (SLD)

ED 360 419

UD 029 336

Building a Learning-Centered Curriculum for Learner-Centered  
 Schools. Interim Report of the New York State Curriculum and  
 Assessments Council to the Commissioner and the Regents.  
 PUB DATE- Oct 92  
 NOTE- 43p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Reports - Evaluative/Feasibility (142)  
 DESCRIPTORS- \*Access to Education; \*Curriculum Development;  
 Educational Assessment; \*Educational Change; Educational  
 Objectives; Elementary Secondary Education; \*Equal Education;  
 Learning; \*Outcomes of Education; Portfolios (Background  
 Materials); Staff Development; Urban Education  
 IDENTIFIERS- Compact for Education; \*Learner Centered  
 Instruction; New York; Reform Efforts  
 The Council for Curriculum and Learning was appointed to develop  
 a plan for implementing the promises of the New Compact for  
 Learning of New York State. This document considers the roles  
 of the Council and state and local districts in working toward  
 New Compact ideas. The New Compact requires a new vision of  
 curriculum, instruction, and assessment that will help schools  
 focus on the development of a greater range of student talents  
 at a higher level of performance for all. The state will  
 develop curriculum frameworks. Learning goals are to be

(ED), Washington, DC.  
PUB DATE- 9 Jun 92  
NOTE- 47p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142), Reports -  
Research/Technical (143)  
DESCRIPTORS- Black Community; Case Studies; \*Children; \*Crack;  
\*Disadvantaged Youth; Educational Change; Educational Policy;  
Elementary Secondary Education; Family Environment; Field  
Studies; \*Low Income Groups; \*Minority Groups; Neighborhoods;  
Social Attitudes; Urban Problems; Urban Schools; \*Urban Youth  
IDENTIFIERS- \*New York (Harlem); New York City Board of  
Education; Reform Efforts  
The educational outlook for children of school age in low-income  
minority neighborhoods of New York City is discussed, drawing  
primarily on the researcher's observations in a field study in  
Central Harlem. The decline the neighborhoods have undergone is  
summarized; and the role of drugs, especially crack, is  
discussed. Some opinions of residents are reviewed, and the  
effects of a deteriorating physical and socioeconomic  
environment on school-age children and their families are  
considered. The experiences of three residents, an adult male,  
a young adult male, and a young mother, are recounted. These  
respondents were chosen because of the emphasis they placed on  
schools or education in interviews with the researcher.  
Recurrent in their remarks are a high level of frustration, the  
frequency of parental abandonment, perpetuation of social  
patterns, lack of discipline, peer pressure, and estrangement  
from community and school. Some policy recommendations are made  
to improve the situation through a fuller use of the school and  
its resources. In a "Marshall Plan" for cities, schools could  
play the roles of islands of stability and act as tutorial  
villages with services for children and families. Contains 50  
references. (SLD)

ED 360 439

UD 029 381

Feldman, Harvey W.; And Others  
Preparing for Prison: Life in San Francisco's Inner-City  
Neighborhoods. Draft.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- 28 Jan 92  
NOTE- 57p.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142), Reports -  
Research/Technical (143)  
DESCRIPTORS- Acquired Immune Deficiency Syndrome; \*Adolescents;  
Blacks; Crime; \*Disadvantaged Youth; Drug Use; Elementary  
Secondary Education; High Risk Students; Hispanic Americans;  
\*Inner City; Juvenile Gangs; \*Juvenile Justice; \*Neighborhoods;  
Poverty; Social Services; Urban Problems; \*Urban Youth; Violence  
IDENTIFIERS- African Americans; \*California (San Francisco);  
Latinos  
A study of inner-city youth in San Francisco (California) shows  
that behavior and street ideology once associated exclusively  
with gangs have now become the world view of a large segment of  
inner-city young people, especially males. Inner-city young  
people who aspire to material success do not see a realistic  
connection between public education and the world of work. From  
1981 to 1990 the Youth Environment Study addressed the twin  
issues of drug use and the AIDS epidemic in San Francisco

\*Educational Change; \*High Risk Students; Hispanic Americans; Inner City; Junior High Schools; \*Junior High School Students; \*Middle Schools; Minority Group Children; Pilot Projects; Public Schools; School Based Management; \*School Restructuring; Teacher Expectations of Students; \*Urban Youth IDENTIFIERS- \*Accelerated Schools; California (San Francisco Bay Area); Middle School Students

The experiences of the first middle school to pilot the ideas and concepts of the Accelerated Schools Project are described. The school is an inner-city public school with a population of at-risk students presently scoring below district and state achievement averages. The 689 students are 53 percent Hispanic, 23 percent Portuguese, 17 percent White, 3 percent Asian, 2 percent Filipino, and 2 percent African American. The Accelerated Schools Project is working to develop schools in which all children will succeed by closing the achievement gap early in schooling and accelerating learning by making it occur more efficiently. The middle school level adds some dimensions to the elementary school applications of the accelerated schools philosophy, in terms of student involvement and curricular, instructional, and organizational changes. The principles of the Accelerated Schools movement are articulated, and how they are applied in the school setting is reviewed. The experiences of the pilot middle school in the San Francisco Bay Area (California) are detailed as they begin to set priorities and create governance structures. The ongoing documentation processes of the pilot school are described. (SLD)

ED 360 459

UD 029 415

Finnan, Christine

Becoming an Accelerated Middle School: Initiating School Culture Change.

PUB DATE- Dec 92

NOTE- 201p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Disadvantaged Youth; \*Educational Change; Educational Environment; Ethnography; High Risk Students; Hispanic Americans; Inner City; Junior High Schools; \*Junior High School Students; \*Middle Schools; Pilot Projects; Program Evaluation; \*Program Implementation; \*School Restructuring; Teacher Expectations of Students; Urban Schools

IDENTIFIERS- \*Accelerated Schools; Hispanic American Students; Middle School Students; Reform Efforts; \*School Culture

An ethnographic study was conducted of the first year of implementation of the Accelerated Schools Project in a pilot middle school. The interaction between intervention and the existing school culture is studied through multiple interviews with teachers, support staff, administrators, students, and parents as well as observation and review of relevant documents. The goals of the Accelerated Schools Project are to raise expectations for students in high-risk situations and to move decision making about curriculum, instruction, and organization of schools to the school level. Calhoun Middle School is an inner-city school in California with a largely Hispanic population. The Accelerated Schools philosophy and process were implemented in the school. The inquiry process of implementation and the five cadres established to study instruction, culture, student interaction, family involvement, and curriculum are reviewed. Primary changes observed in the first year were related to staff, administration, and school organization. Problems in the process, including the state

Brindley, Syble  
School Health Coalition Building--One State's Plan.  
PUB DATE- 27 Mar 93

NOTE- 7p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Agency Cooperation; \*Child Health; \*Controversial Issues (Course Content); Educational Change; Elementary Secondary Education; \*Health Education; High Schools; \*Lobbying; \*Organizational Development; Planning; Political Issues; Politics of Education; Required Courses; Sex Education; State Legislation; \*Teamwork

IDENTIFIERS- \*Alabama

This conference presentation chronicles the development of a coalition of over 20 Alabama health and education agencies, institutions, and organizations, representing a united effort to strengthen comprehensive school health in the state. The coalition was formed in response to removal of the mandated high school health requirement from the Code of Alabama, which resulted from the lobbying activities of groups against sex education. The coalition-building process involved identifying agencies and groups interested in the promotion of school health of children; acquiring commitments from key groups to offer their expertise, skills, and resources; drafting a position statement; developing a funding proposal; monitoring Alabama Board of Education meetings and the legislature; increasing public awareness of the need for comprehensive school health; meeting with media representatives; adopting by-laws and electing officers; establishing committees in the areas of communication, education/professional preparation, and legislative/public policy; and conducting training for coalition members. (JDD)

ED 360 264

SP 034 514

Mills, Brett D.  
Physical Education in Higher Education: What Should We Name Ourselves?

PUB DATE- Oct 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Definitions; \*Educational Change; Educational History; Higher Education; \*Physical Education; Professional Recognition; Teacher Education; \*Teaching (Occupation); \*Vocabulary

The use of the term "physical education" in higher education began in the 1920's, with previous terminology including "gymnastics," "hygiene," and "physical culture." There is now a large constituent of educators who feel the name physical education no longer accurately describes the field. Various names have been considered, primarily "kinesiology," along with "sport science," "movement science," and "human performance." Arguments for and against adoption of each of these terms are cited. It is concluded that the term "physical education" is neither too broad nor too narrow in focus. Some educators

Education; \*Inservice Teacher Education; \*Mastery Learning;  
Preservice Teacher Education; \*Teacher Education Curriculum;  
\*Textbook Content; Textbook Research; Textbooks

This study investigated the effect of the development of mastery learning on the curriculum of preservice teacher education programs and the content of inservice professional development programs. Nine educational psychology textbooks, published since 1990, and three other texts used as supplementary textbooks were analyzed. The study found that 10 of the 12 textbooks included descriptions of mastery learning, with the median number of pages allocated to the subject being 2.5 in textbooks that averaged between 600 and 700 pages in length. Benjamin S. Bloom's 1968 "Learning for Mastery" article, in which the basis of mastery learning was set forth, was cited in only 5 of the 12 texts. The texts' references to research reviews, books, and individual studies are analyzed. The study concludes that most of the textbooks' descriptions were limited and imprecise, with many being conspicuously inaccurate. As a result of the cursory treatment of mastery learning in most preservice education programs, implementation efforts have depended primarily on inservice professional development activities. Mastery learning is generally well received by inservice education participants because it helps them improve their results with students by making more effective use of skills they already have, rather than drastically altering what they are doing. (Contains 85 references.) (JDD)

ED 360 283

SP 034 636

Renwick, Margery

Innovation in Teacher Education.

PUB DATE- 93

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Contracts; Delivery Systems; \*Educational Change;  
\*Educational Innovation; Elementary Education; Foreign  
Countries; Higher Education; \*Preservice Teacher Education;  
Quality Control; \*Schools of Education; Student Experience;  
Student Teaching; Teacher Education Programs

IDENTIFIERS- \*New Zealand

This report examines the ways in which New Zealand's six colleges and schools of education have reacted to new responsibilities and challenges in producing better teachers and adapting to changed governmental requirements. It is based on interviews conducted with senior staff at the six institutions which are the main providers of teacher education in New Zealand. The report indicates that all the colleges are committed to degree programs as the norm for educating elementary teachers. All the colleges are acquiring contracts, primarily with the Ministry of Education, to develop curricula and implement teacher professional development programs. The colleges are investigating and piloting more flexible ways of delivering courses of preservice teacher education, including shortened courses and off-campus courses. Colleges are also recognizing the value of other types of educational experiences of students entering preservice teacher education programs. Colleges are using many approaches to improve the quality of practice teaching experiences. The colleges' increased autonomy is encouraging them, and a more competitive environment is forcing them, to pursue quality assurance goals more vigorously. (Contains 22 references.) (JDD)

PUB DATE- Mar 93

NOTE- 154p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- At Risk Persons; \*Child Health; Elementary School Students; Elementary Secondary Education; Health Promotion; \*Primary Health Care; School Community Relationship; \*School Health Services; Secondary School Students

IDENTIFIERS- \*Comprehensive School Health Programs; \*Integrated Services

This directory identifies 254 Community and Migrant Health Centers (C/MHC) and Health Care for the Homeless (HCH) programs in 10 regions of the United States that, in response to local requests and with mostly local resources, developed either school-based or school-linked health programs. Each listing provides information under the following headings: address, contact, type of program, health care and other services provided, service providers, relation to Head Start, non 329/330/340 funding sources, problems encountered, program history, and plan for the next 2-5 years. Two appendixes provide a list of persons on the Bureau of Primary Health Care workgroup on school health and an address list of Ready-To-Learn School Health Program Conference Speakers. (AMH)

ED 360 303

SP 034 692

Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools.

PUB DATE- 92

NOTE- 297p.; Compiled by the Federal Interagency Ad Hoc Committee on Health Promotion through the Schools.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary Secondary Education; \*Federal Programs; \*Health Promotion; Information Sources; \*School Health Services

IDENTIFIERS- \*Comprehensive School Health Programs; Healthy People 2000; \*Integrated Services

The information in this directory of federal programs and activities concerned with school health contains two main parts: "Programs and Activities" and "Clearinghouses and Information Centers." The activities described represent 112 federal programs and 35 federally supported clearinghouses, or information centers. Each listing in both parts provides the name of the federal sponsoring department, the program title, and information on areas of emphasis, target groups, the program profile, availability of program materials, and program contact. (AMH)

ED 360 304

SP 034 695

Kane, William M.

Step by Step to Comprehensive School Health: The Program Planning Guide.

PUB DATE- 93

NOTE- 146p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Community Role; Elementary

with CTBS total mathematics (or MRT) NCE scores, end-of-year grade in mathematics, and grade level of the student. Additional formulas were developed to account for missing scores and grades. Using these formulas, initial eligibility lists are developed in the summer and given to Chapter 1 project teachers, who modify and update them throughout the year. Problems and advantages of the method are noted, and some examples of use of Z-scores for other purposes are given. Three tables present Z-score information. Attachments include eligibility lists, forms to amend the lists, and a report using Z-scores in an evaluation of the Reading Recovery Program in the county. (Author/SLD)

ED 360 322

TM 020 119

Edmondson, Katherine M.

Concept Mapping for the Development of Medical Curricula.

PUB DATE- Apr 93

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Science; \*Curriculum Development; Higher Education; Intellectual Disciplines; \*Interdisciplinary Approach; Professional Education; \*Teaching Methods; \*Veterinary Medical Education

IDENTIFIERS- Case Method (Teaching Technique); \*Concept Mapping;

Concept Maps; Cornell University NY; \*Problem Based Learning  
This paper discusses the development of concept maps for an entire veterinary curriculum, for each of the planned courses, and for each of the case-based exercises in each course, drawing on current efforts at the College of Veterinary Medicine at Cornell University (Ithaca, New York) to develop an integrated curriculum for use in a problem-based format. Increased use of problem-based approaches to medical education has highlighted the challenges of curricular revision and interdisciplinary development. Venturing beyond disciplinary boundaries can be difficult, despite a desire to create interdisciplinary courses and adopt new ways of teaching. Concept mapping is an effective tool for developing an integrated curriculum. Examples are given of concept maps that represent an entire veterinary curriculum, specific courses, and case-based exercises. It is argued that concept mapping is a valuable tool for curriculum development of any scope or discipline, but is particularly helpful for creating interdisciplinary courses and case-based exercises. Nine figures illustrate concept maps. (Author/SLD)

ED 360 323

TM 020 120

Krasnow, Jean

Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

Childhood Education, 1990-1991.

PUB DATE- Mar 92

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Literacy; Communication (Thought Transfer);

Early Childhood Education; Educational Planning; English;

Language Skills; Parent Attitudes; \*Parent Participation;

Parent School Relationship; \*Program Evaluation; \*Program

Implementation; Program Improvement; \*Public Schools; School

Districts; School Surveys; \*Teacher Attitudes

IDENTIFIERS- \*Even Start; \*Newark School System NJ

A first stage evaluation of the Even Start Program of the Newark

(New Jersey) public schools is presented. Even Start is an

early childhood parental involvement program in its third year

of implementation. Goals are to involve parents as active

partners, to help children develop cognitively and affectively,

and to improve adult literacy and English fluency skills. Three

survey instruments were used to measure parental involvement. A

survey of attitudes and practices of parent involvement was

completed by 34 participating parents and 132 non-program

parents. A survey of teacher attitudes and practices was

completed by 11 participating teachers and 11 non-participating

teachers. Seventeen project staff completed a survey about

project implementation. Findings reflect a common theme of

improved collaborations and reciprocal parent/staff decision

making. Both staff and parents report a better understanding of

children's problems and improved communication. These

preliminary findings can serve to guide program improvement

efforts and district planning. Study data are presented in 28

tables. Two appendixes contain the assessment measures and the

means and standard deviations for the teacher survey responses.

(SLD)

ED 360 341

TM 020 207

Barrera, Marbella; Holst, Patricia

District-Wide Testing Results, Technical Report, 1991-92. OPET

Report.

PUB DATE- Aug 92

NOTE- 109p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Achievement Tests; Bilingual

Education; Curriculum Evaluation; Elementary Secondary

Education; Language Proficiency; Limited English Speaking;

Mathematics Achievement; Public Schools; Reading Achievement;

School Districts; Scores; Spanish; \*Standardized Tests; State

Programs; Student Evaluation; \*Testing Programs; \*Test Results

IDENTIFIERS- Bilingual Testing Program NJ; Early Warning Test NJ;

Newark School System NJ; \*Newark Uniform Testing Program NJ;

\*New Jersey Statewide Testing System; Stanford Achievement Tests

Results from testing programs in the Newark (New Jersey) public

schools for 1991-92 are discussed. The system used three

testing programs in the school year: (1) the Newark Uniform

Testing Program (Stanford Achievement Series, eighth edition);

(2) the New Jersey Statewide Testing System; and (3) the

Bilingual Testing Program. Results of the Newark Uniform

Testing program indicate that students are steadily improving,

but remain below grade level, with mathematics the weakest area

and reading the strongest. Kindergartners were on grade level



IDENTIFIERS- \*Analytical Reasoning Test (Johnson O'Connor);  
\*Internal Structure Analysis; Johnson O'Connor Aptitude Tests  
Standard and experimental forms of the Johnson O'Connor Research  
Foundations Analytical Reasoning test were administered to  
1,496 clients of the Foundation (persons seeking information  
about aptitude for educational and career decisions). The  
objectives were to develop a new form of the test and to better  
understand what makes some items more effective than others.  
Internal-structure analysis of the 26 new items indicated that  
all but 3 could be regarded as at least adequate on the basis  
of their correlation with current standard forms of the test.  
Thirteen items with the highest item-total correlations or the  
greatest contribution to overall test reliability were selected  
for the new test version. The relationships of six item  
characteristics to item quality and item difficulty were  
investigated, and these suggest that the clarity of the  
conceptual features among the words or concepts contributes  
more to item quality than any of the features studied.  
Suggestions are made for developing a new alternative form of  
the Analytical Reasoning test, drawing on the items not  
included on this revised version. Two tables present study  
data, and three figures illustrate the discussion. (SLD)

ED 360 362

TM 020 264

Green, Kathy E.; Schroeder, David H.  
The Spelling Project. Technical Report 1992-2.  
PUB DATE- Dec 92  
NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adults; Age Differences; \*Aptitude Tests; Career  
Choice; Correlation; Educational Objectives; English; Majors  
(Students); Postsecondary Education; Psychometrics; \*Scores;  
Sex Differences; \*Spelling; \*Test Construction; Test  
Reliability; Vocabulary Skills

IDENTIFIERS- Johnson O'Connor Aptitude Tests

Results of an analysis of a newly developed spelling test and  
several related measures are reported. Information about the  
reliability of a newly developed spelling test; its  
distribution of scores; its relationship with the standard  
battery of aptitude tests of the Johnson O'Connor Research  
Foundation; and its relationships with sex, age, education,  
college major, and laterality were studied using a sample of  
clients of the Johnson O'Connor Research Foundation (clients  
seeking information about aptitudes for career and educational  
planning). A total of 1,080 adult examinees completed at least  
part of the spelling measures. Measurement precision appears  
excellent for the new measure. The strongest relationships for  
spelling ability were with English vocabulary, reading  
efficiency, number checking, age, and years of education. Sex  
differences were found, although there was little indication of  
relationships with examinee laterality or parental handedness.  
Correlation with English vocabulary was substantially greater  
than correlations with other standard battery measures.  
Although there may be distinct aptitudes or other dispositions  
that affect spelling ability, spelling itself appears to be a  
learned skill and not an inherent aptitude. Seventeen tables  
present study findings, and four figures illustrate score  
distributions and the age curve for ability. (Contains 88  
references.) (SLD)

ED 360 363

TM 020 265

1987-88 are reviewed. Twenty figures and 24 tables illustrate the study design and changes. Four appendixes describe the Common Core of Data; and explain sample reallocation, school overlap, and the effect of a population correction. (SLD)

ED 360 381

TM 020 385

Zhang, Chi

The Determination of Statistical Sophistication of Research in Vocational Education.

PUB DATE- Apr 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; \*Research Methodology; Research Problems; Research Reports; \*Scholarly Journals; \*Statistical Analysis; \*Vocational Education

The status of statistical sophistication in research on vocational education in the 1980s and changes in the degree of sophistication were studied. Analyses were made of 118 quantitative research articles published in 4 vocational education research journals (28 articles in the "Journal of Vocational Education Research," 50 articles in the "Journal of Agricultural Education," 26 articles in the "Journal of Industrial Teacher Education," and 14 articles in the "Journal of Vocational Home Economics Education"). It was found that the statistical sophistication level of the majority of research in the 1980s was less than advanced. The statistical sophistication of research was related to both the problem area studied and the methodological strategy used. No changes were found in the use of statistical techniques and in the statistical sophistication of research from the early to the late 1980s. Seven tables summarize study findings. (SLD)

ED 360 382

TM 020 386

Wierzbicki, Michael

Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys.

PUB DATE- 92

NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Activities; Adults; Affective Behavior; Age Differences; Children; Classification; Correlation; \*Depression (Psychology); Elementary Education; \*Elementary School Students; Models; \*Moods; \*Reinforcement; Sex Differences; \*Student Attitudes; \*Test Construction; Theories

IDENTIFIERS- Pleasant Activities Survey; Schema Theory; Unpleasant Activities Survey

P. M. Lewinsohn has theorized that depression is related to the amount of positive reinforcement that an individual receives. Lewinsohn has supported this model in adults by showing that depression is correlated with an increase in unpleasant activities and a decrease in pleasant activities. This study extended Lewinsohn's model by developing measures of children's

to a disk, print it, and then write a description. The general objectives are described including using the computer to encourage writing, creating a monster graphic using a software program, writing a descriptive paragraph, encouraging reading, increasing computer skills, and developing higher order thinking skills. An outline/overview section describes lessons for 9 days of class work. Each lesson plan covers objectives, activities, materials, and homework. (JB)

ED 360 400

UD 028 870

Holt, Grace D.

Giao-Trinh Huan-Luyen Phu-Huynk Goc Ngon-Ngu Thieu-So: Ban Viet-Ngu (Parenting Curriculum for Language Minority Parents: Vietnamese Guide).

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 91

NOTE- 118p.; Translated by Huynh Dinh Te. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028-871-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Vietnamese

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; Asian Americans; Childhood Needs; Citizenship Education; \*Curriculum; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Vietnamese; \*Vietnamese People; Workbooks

IDENTIFIERS- \*Language Minorities

This guide for minority language parents whose primary language is Vietnamese presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Vietnamese exercises are provided. (SLD)

ED 360 401

UD 028 871

Holt, Grace D.

Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsaug. Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language).

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 88

monitored through state program assessments and local student assessments. A unitary Regents' diploma system, supported by a Regents' portfolio, will be developed. Working in consort, the state and local authorities will promote equal access to education and educational equity for all students. The Council will provide advice regarding outcome standards, curriculum frameworks, assessment, staff development, and program implementation. Council recommendations will be implemented in congruence with other parts of the New Compact. Three appendixes contain assessment principles, a description of curriculum and assessment committees, and the Regents' goals for education. (SLD)

ED 360 420

UD 029 342

Polakow, Valerie  
Lives on the Edge: Single Mothers and Their Children in the Other America.

PUB DATE- 93

NOTE- 228p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility

(142), Reports - Research/Technical (143)

DESCRIPTORS- At Risk Persons; \*Children; Day Care; Disadvantaged Youth; \*Economically Disadvantaged; Elementary Secondary Education; \*Equal Education; \*Family Problems; Feminization of Poverty; Health Services; Housing; \*Mothers; \*One Parent Family; Poverty; Social Problems; Urban Problems; Welfare Services

The lives of poor single mothers and their children are explored, first grounding the present situation historically and pointing out their "other" status when examined against normal motherhood and family images. The first two chapters discuss the historical images of childhood and the family as they have developed in Western civilization. Part 2 introduces motherhood as experienced by single mothers and their children. The feminization of poverty is recognized through the stories single mothers tell. Part 3 examines the lives of the children as they enter school and the larger world. Single mothers and their children are a growing constituency in the United States. Other Western democracies have succeeded in alleviating the effects of poverty and offer workable models of much that might be done in this country. Recommendations for the future include: (1) universal health care; (2) affordable housing; (3) child allowances and maternity and parental leave; (4) a national child-care system; and (5) a pedagogy of equity. (SLD)

ED 360 421

UD 029 354

Staples, Robert; Johnson, Leonor Boulín  
Black Families at the Crossroads: Challenges and Prospects.

PUB DATE- 93

NOTE- 313p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Acculturation; Black Culture;

\*Black Family; \*Economic Factors; Elementary Secondary Education; \*Employment Patterns; Equal Education; \*Family (Sociological Unit); Government Role; Males; One Parent Family; Poverty; \*Public Policy; Role of Education; Social Change; \*Sociocultural Patterns

The primary purpose of this book is to serve as a basic text on

(California) in areas with the heaviest concentration of families and youth living in poverty. This study, updated by 30 additional interviews with city adolescents, has identified 4 essential aspects of growing up in the inner city as crucial to understanding behaviors and planning services: (1) the overriding importance of ethnic or racial identity; (2) the existence of a street system of social guidelines for youth; (3) increased importance of drug use and drug dealing as a means of socialization and income; and (4) the rise in the use of violence with advanced weaponry. In the competition between the criminal justice system and the educational system for young people, the criminal justice system has been winning. New policy directions are needed to reconsider the current prohibitionist drug policy, bringing fewer youths into the criminal justice system, and improve the educational system's use of natural neighborhood street systems. (SLD)

ED 360 440

UD 029 382

Yates, Janelle

Zora Neale Hurston: A Storyteller's Life. *Unsung Americans*.

PUB DATE- 93

NOTE- 105p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (060)

DESCRIPTORS- \*Authors; \*Biographies; Black Achievement; \*Black History; Black Literature; Blacks; Cultural Awareness; Cultural Differences; Essays; \*Females; \*Folk Culture; \*Multicultural Education; Novels; Racial Discrimination; Sex Discrimination; Story Telling

IDENTIFIERS- African Americans; Florida; \*Hurston (Zora Neale)

The life and work of Zora Neale Hurston, an African American writer and a folklorist (1891-1960), are described for children aged 10 years and older. Emphasis is placed on the author's childhood in rural Florida and her struggles to receive an education. Over the course of her career, Hurston, a trained folklorist, collected two volumes of black folklore, and wrote four novels, an autobiography, and numerous short stories and essays. Relatively less emphasis is placed on her writings, but they are described for children as a celebration of the African American spirit. A chronology outlines Hurston's life, and an epilogue tells of her recognition in recent years. (SLD)

ED 360 441

UD 029 384

Bryant, Bunyan; Jones, Alan H.

Seeking Effective Schools for African American Children:

Strategies for Teachers and School Managers.

PUB DATE- 93

NOTE- 80p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrators; Black Education; \*Black Students; Disadvantaged Youth; Educational Assessment; Educational Environment; \*Educational Practices; Effective Schools Research; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; \*High Risk Students; Inner City; Instructional Leadership; \*School Effectiveness; Secondary School Students; Secondary School Teachers; Teacher

fiscal crisis, are described; and factors that kept the effort alive are detailed. An epilogue sketches the second project year. (SLD)

ED 360 460

UD 029 416

Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.

PUB DATE- Feb 93

NOTE- 38p.; For the full report, see ED 355 329.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Academic Standards; Accountability; \*Compensatory Education; \*Disadvantaged Youth; Economically Disadvantaged; \*Educational Change; Educational Policy; Elementary Secondary Education; Federal Programs; \*Financial Support; Government Role; Poverty; Program Development; Program Evaluation; \*Program Improvement  
IDENTIFIERS- \*Education Consolidation Improvement Act Chapter 1; \*Hawkins Stafford Act 1988; National Education Goals 1990; Reform Efforts

It is time to revise the Chapter 1 program to prepare disadvantaged children to meet the challenges of the National Education Goals. The Chapter 1 program must be aligned with larger reforms to develop higher standards for student performance and greater accountability. The gap in achievement between disadvantaged and other students means that high-poverty schools will have much greater difficulty in meeting the National Education Goals. The Hawkins-Stafford Amendments were a step toward holding Chapter 1 projects accountable for improved performance and they sought to provide the supports needed to implement change within the program. Since the amendments' enactment, however, the nation has moved to reform education, and is outpacing the Hawkins-Stafford reforms. Research shows that the current program is not helping to close the achievement gap. Fundamental changes must require high standards for all children, with strategies that promote them. Ten important directions for the reform of Chapter 1 are described. Six exhibits illustrate the discussion. (SLD)

ED 360 461

UD 029 417

Sotomayor, Marta, Ed.

Empowering Hispanic Families: A Critical Issue in the '90s.

PUB DATE- 91

NOTE- 237p.; Foreword by Juan Ramos.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Acculturation; \*Cultural Awareness; Delinquency; Demography; Disadvantaged Youth; Elementary Secondary Education; \*Family Role; \*Hispanic Americans; Latin Americans; Mental Health Programs; Needs Assessment; Older Adults; Puerto Ricans; \*Social Services; Spanish Speaking; Urban Problems  
IDENTIFIERS- \*Empowerment; \*Latinos

The chapters of this book will guide discourse about the service needs of the Hispanic population and provide a significant knowledge base for understanding the strengths of Hispanics, for whom the family is central and crucial. Following an introduction by M. Sotomayor, the following chapters are presented: (1) "Hispanics in the Past Two Decades, Latinos in

concerned with changing the field's name in actuality want to change the field's identity. Changing the field's name will not automatically improve its status in education or in the community. The field is troubled by such problems as individuals within the field who are less than professional and by colleges offering such courses as kick-ball and dodge-ball as formal physical education courses. Educators in physical education cannot hide behind a new name, but must look to the future and change the image, not the name. (Contains 23 references.) (JDD)

ED 360 265

SP 034 519

Thomas, Robert G.  
The Effect That Method of Instruction Has on Achievement in Core Academic Content Areas.

PUB DATE- Apr 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Achievement; \*Change Strategies; Core Curriculum; Futures (of Society); Intermediate Grades; Junior High Schools; Middle Schools; Research Proposals; School Effectiveness; \*School Restructuring; Self Contained Classrooms; \*Teaching Methods; \*Urban Education

IDENTIFIERS- Reform Efforts

In the spirit of educational reform, this paper discusses school restructuring and proposes a model for making education more responsive to the needs of urban youth by fostering competence built upon unique cultural resources and individual skills already possessed. The proposed project would target the middle school, which is considered an ideal starting place for structuring change because it is at this level that the gains of the elementary school are thought to be lost. The following structural changes are proposed: (1) redesign of the self-contained classroom; (2) professional diversification through the use of teachers as craftsmen, specialists, and artists; (3) the use of teaching teams; (4) the incorporation of group processing and problem-solving skills for both students and teachers; (5) a less hierarchical management structure; and (6) increased monitoring of performance through the use of advanced technologies. The three instructional strategies being considered are teacher-assisted instruction, team-assisted instruction, and computer-assisted instruction. The effectiveness of these strategies will be related to the core subjects of reading, mathematics, and science to assess academic achievement. (Contains 22 references.) (LL)

ED 360 266

SP 034 523

Mills, Brett D.  
Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance.

PUB DATE- Apr 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Athletics; College Freshmen; Films; Higher Education; Instructional Effectiveness; Literature Reviews; \*Modeling (Psychology); \*Motor Development; \*Performance Factors; Physical Education; Preservice Teacher Education;

## Citrus County Professional Orientation Program, 1992-93.

PUB DATE- 25 Jun 92

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)DESCRIPTORS- \*Beginning Teacher Induction; Competency Based  
Teacher Education; Elementary Secondary Education; \*Faculty  
Development; \*Inservice Teacher Education; Program  
Implementation; \*State Standards; Teacher Improvement

IDENTIFIERS- \*Citrus County School District FL

The Citrus County (Florida) Professional Orientation Program is designed to increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching that will assist them in their continuing professional development. The program provides for the development, demonstration, and documentation of teaching competence based on a system which provides technical and psychological support to teachers seeking Florida certification. Two program options exist: a 90-day program and a 196-day program. The 196-day program is required for teachers with a Bachelors degree but without a regular certificate and having less than 1 full school year or the equivalent of successful teaching experience or who have failed to demonstrate desired performance criteria. The 90-day program is designed for those teachers who have documented at least 1 full year of successful teaching experience. This report discusses: responsibilities of the members of the support team assigned to each teacher in the 196-day program, support team training, data collection instruments used, production of the Professional Development Plan, and development of a portfolio. Sample copies of checklists and recommendation forms are included. Appendixes define relevant terms and list recommended support services and training activities. (JDD)

Vare, Jonatha W.

Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching.

PUB DATE- Apr 93

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Behavioral Science Research; Case Studies;  
Constructivism (Learning); Cultural Influences; Elementary  
Secondary Education; Higher Education; \*Microteaching; Personal  
Autonomy; \*Social Influences; Student Teachers; Teacher  
Education; \*Teacher Student Relationship; \*Teaching MethodsIDENTIFIERS- \*Neo Vygotskian Theory; Vygotsky (Lev S); Zone of  
Proximal Development

This paper looks at the behaviorist phenomenon of microteaching through a neo-Vygotskian theoretical lens, employing a case study of two groups of prospective teachers being coached by a professor or clinical instructor. The paper attempts to broaden Vygotsky's notion of the zone of proximal development (ZPD) by conceptualizing the ZPD as a special kind of strategic



Secondary Education; \*Health Education; Health Needs; \*Health Promotion; Nutrition Instruction; Parent Role; Physical Education; Program Development; \*Program Implementation; School Community Relationship; School Counseling; \*School Health Services; School Role

IDENTIFIERS- \*Comprehensive School Health Programs; \*Integrated Services

This guide provides school leaders with a framework and tools for developing and implementing a comprehensive school health program. Theoretical and scientific information relating to students' needs is outlined, and approaches that have proven successful in other schools are described. The book is divided into three parts: The first, "Why Comprehensive School Health?" examines the role of the school and the foundation of effective school health programs. The second part, "A Blueprint for School Health Programs" includes background information and hands-on assessment worksheets for each of 8 areas of a comprehensive school health program: (1) school health instruction; (2) healthy school environment; (3) school health services; (4) school-based physical education; (5) school nutrition and food services; (6) school-based counseling and personal support; (7) schoolsite health promotion; and (8) school, family and community health promotion partnerships. The final part, "Developing a Comprehensive School Health Program," consists of 19 steps for making this goal a reality. Numerous tables, guidelines, figures, checklists, and worksheets for district level coordinators, state and county administrators, and other key decision makers are included. Appendices provide worksheets, a sample comprehensive health program self-assessment; a scope and sequence chart for a comprehensive health program, and resources for comprehensive health education. (Contains 20 references.) (LL)

ED 360 305

SP 034 708

Mills, Sheryl

Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7.

PUB DATE- 92

NOTE- 51p.; For other documents in this series, see SP 034 709-713.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Educational Practices; \*Educational Strategies; Elementary Secondary Education; \*Faculty Development; Foreign Countries; Individual Differences; \*Individualized Instruction; Individual Needs; \*Instructional Materials; \*Learning Activities; Program Development; Program Implementation; Student Characteristics; Teacher Attitudes; \*Teacher Student Relationship; Teaching Guides

IDENTIFIERS- Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This publication explores individualizing for students, emphasizing that what the classroom teacher does depends on his/her abilities and beliefs about education and learning, and on resources and students in the classroom. The guide acts as a starting point for individualizing; it contains a collection of activities that have been tried, along with tips that have worked for other educators. The individualizing process is explored through the utilization of variety, choice,

(150)

DESCRIPTORS- Classroom Techniques; \*Curriculum Evaluation; Educational Improvement; \*Educational Research; Elementary Education; \*Elementary School Curriculum; Elementary School Students; Elementary School Teachers; Instructional Effectiveness; \*Interpersonal Competence; Interviews; Parent Participation; Principals; \*School Surveys; \*Teacher Role; Teacher Student Relationship; Training

IDENTIFIERS- Boston Public Schools MA; \*Reach Out to Schools Social Competency Program

The Reach Out to Schools Social Competency Program is a 40-lesson elementary school curriculum that teaches children and their teachers to build positive, supportive relationships in the classroom. It is organized around three units: creating a cooperative classroom environment, building self-esteem and positive feelings, and solving people problems. The teacher research being conducted by participants in the Reach Out to Schools Program on the impact of the program in their classrooms and their teaching styles is described. The program is currently used in 18 school systems (47 schools) in the Boston (Massachusetts) area. Approximately 3,500 students and over 200 teachers have participated in the program. Training is provided for teachers and principals, and a parent component is being developed. Fifteen interviews were conducted with teachers new to the program in 1990-91. Subsequently, 65 teachers, 561 students, and 4 principals assessed the impact of the program in their classrooms. Teachers who have completed at least 1 year in the program may participate in a teacher research group. In these groups, teachers have conducted research projects that are clarifying program impacts. The program evaluation and teacher research have helped improve the curriculum, identify areas of success, and pose questions for further research. Efforts like the Reach Out to Schools Program and the Teacher Research Group demonstrate that teachers are ready and able to redefine their roles within the classroom, the school, and the research community. (SLD)

ED 360 324 TM 020 121

Elmore, Patricia B.; And Others  
Statistics Achievement: A Function of Attitudes and Related Experiences.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; Attitude Measures; \*College Students; Computer Centers; Computer Science; Computer Science Education; \*Educational Background; Higher Education; \*Mathematics Achievement; Mathematics Anxiety; Measurement Techniques; Statistical Significance; \*Statistics; \*Student Attitudes; Test Reliability

The effects of previous mathematics, statistics, and computer science coursework; attitudes toward statistics and computers; and mathematics ability on statistics achievement were studied for 289 college students over 4 semesters. A secondary purpose of the study was to determine the effect of the computer laboratory component of an inferential statistics class on students' end of course attitudes. Instruments were administered to determine attitudes toward statistics and

in reading and mathematics. The Early Warning Test component of the state testing system indicated that mathematics and writing scores for eighth graders improved overall, but that many students would benefit from remedial services. The High School Proficiency Test component of this program becomes a graduation requirement after one more administration. The district remained below state means on this test. Results from the Bilingual Testing Program indicate that limited English proficiency students had lower scores than did English proficient students and scored below grade level on a Spanish language achievement test. This review simplifies the complex pattern of test results, but is a first step to identifying strengths and weaknesses of the curriculum. Study findings are summarized in 25 tables and 10 figures. An appendix contains an additional seven tables of test results. (SLD)

ED 360 342

TM 020 208

Weiss, David J.; Trombley, Robert J.  
User's Manual for the Basic Math Mastery Tests.  
SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC.  
PUB DATE- Dec 92  
NOTE- 32p.  
LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*Computer Assisted Testing; Computer Software; Job  
Skills; \*Mastery Tests; Mathematics Skills; \*Mathematics Tests;  
\*Menu Driven Software; Microcomputers; Scoring; Secondary  
Education; Test Manuals; \*Test Use; \*Vocational Education  
IDENTIFIERS- \*Basic Math Mastery Tests; User Guides  
This user manual introduces and explains the Basic Math Mastery  
Tests (BMMT), a collection of 10 tests of specific mathematics  
skills. The tests were designed to assess mastery of specific  
skills required for successful performance in vocational  
education or in occupations requiring mathematics skills. All  
10 tests are administered and scored by computer. The 10 tests  
are: (1) addition; (2) subtraction; (3) multiplication; (4)  
number operations and counting; (5) division; (6) geometry; (7)  
algebra; (8) fractions; (9) decimals; and (10) number  
conversions. Directions for administering the tests, scoring  
them, and producing score reports are included, with  
illustrations of software menus and screens presented in 18  
figures. Appendixes discuss files created and used by the  
system. (SLD)

ED 360 343

TM 020 213

Palmer, Pamela; And Others  
Comparison of the Armed Services Vocational Aptitude Battery to  
the General Aptitude Test Battery. Final Technical Paper for  
Period January 1987-January 1990.  
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex.  
Manpower and Personnel Div.  
PUB DATE- May 90  
NOTE- 34p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- \*Aptitude Tests; Career Guidance; Comparative

Belyk, Dennis

Context for Learning: Science, Mathematics, Geography - IAEP:

Alberta Report.

PUB DATE- 92

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Achievement Tests; Adolescents; Comparative Testing; Cross Cultural Studies; Foreign Countries; \*Geography; International Studies; Junior High Schools; \*Junior High School Students; \*Mathematics Achievement; Standardized Tests; \*Student Characteristics; Test Results

IDENTIFIERS- Alberta; \*International Assessment of Educational Progress; \*Science Achievement

Information collected as part of the International Assessment of Educational Progress II (IAEP II) about learning in Alberta (Canada) is provided, including information on the educational and cultural factors associated with student achievement and information on student attitudes, backgrounds, and experiences. Results for all participating countries (20 in science and mathematics and 9 in geography) have been distributed. This report indicates what 13-year-olds in Alberta have been able to achieve in science, mathematics, and geography. In Alberta, 119 randomly selected schools participated. Alberta students (n=1,459) did very well in science, scoring in the top one-third in all comparisons. The mathematics achievement of the 1,422 students was not as high, ranking in the middle third both nationally and internationally. Those who took the geography test, a brief assessment, scored in the top third in all comparisons. Results for participating countries are summarized for comparisons with Alberta and other Canadian provinces. Results and score distributions are presented in 27 tables. Appendix 1 gives an overall summary of test administration, and Appendix 2 describes quality control procedures. (SLD)

ED 360 364

TM 020 266

Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics.

PUB DATE- Jan 93

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; \*Achievement Tests; Attendance; Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; Educational Policy; Elementary Education; \*Norm Referenced Tests; Public Schools; \*School Districts; Scores; Socioeconomic Status; \*Standardized Tests; \*Student Characteristics; \*Test Results

IDENTIFIERS- California Achievement Tests; Education Consolidation Improvement Act Chapter 1; \*New Orleans Public Schools LA

The California Achievement Test (CAT) has been administered in Orleans Parish (Louisiana) annually each spring to gauge performance of New Orleans Public Schools students since 1989. In 1992, the CAT was given to students in kindergarten and grades 3, 5, and 8. With few exceptions, median percentiles for

mood-related activities. Subjects were children (166 boys and 156 girls), ranging in age from 8 to 12 years, who were enrolled in the public school system of a mid-sized midwestern city. Children identified, in 15-minute classroom sessions, 3 pleasant and 3 unpleasant activities. The types of activities reported differed across both age and sex. Common responses were included in the Pleasant Activities Survey and the Unpleasant Activities Survey. Several studies examined the relationship between children's activities and depression to test the generalization to children of Lewinsohn's reinforcement theory of depression. The study shows that children's mood-related activities can be reliably classified using a schema adapted for children from one originally used to classify adults' activities. One table and one figure illustrate the discussion. (Author/SLD)

ED 360 383

TM 020 387

Valdes, Luis A.; Phelps, Randy E.  
Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children.

PUB DATE- Aug 92

NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Attention Deficit Disorders; \*Behavior Disorders; Behavior Patterns; \*Children; Classification; Comparative Testing; Depression (Psychology); \*Diagnostic Tests; Elementary Education; Elementary School Students; Hyperactivity; Males; \*Mental Disorders; \*Patients; Personality Problems

IDENTIFIERS- \*Child Behavior Checklist; \*Diagnostic Statistical Manual of Mental Disorders; Disruptive Behavior

Psychopathology in outpatient children was explored using two classification systems. Clinically derived Diagnostic and Statistical Manual of Mental Disorders (Third Edition, Revised) (DSM-III R) diagnoses in three high frequency diagnostic groups were compared to empirically derived Child Behavior Checklist (CBCL) scores for an overall sample of 161 males and females and a subsample of 59 boys aged 6 to 11 years. Diagnostic groups included depressive disorders, conduct disorders, and attention deficit disorders. A fourth group, which was comprised of translated DSM-III-R Disruptive Behavior Disorders, was also analyzed. DSM diagnoses and the CBCL broadband externalizing dimension converged among male and female clinic referred children, ages 4 to 16 years. Diagnoses and hyperactivity narrow-band scale converged among the 6- to 11-year-old male subsample. Reasons for the lack of convergence on other dimensions are discussed. Results suggest increased difficulties in classifying outpatient versus inpatient children. Implications for the classification of outpatient versus inpatient children are discussed. Support for the DSM-III-R Disruptive Behavior Disorders category is provided. (Author/SLD)

ED 360 384

TM 020 388

Sonnenblick, Renee; Schwarz, J. Conrad  
The Development of the Post-Divorce Parental Conflict Scale.  
PUB DATE- Aug 92

NOTE- 119p.; Translated by Lue Vang. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Hmong

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; Asian Americans; Childhood Needs; Citizenship Education; \*Curriculum; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; Hmong; \*Hmong People; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Workbooks

IDENTIFIERS- \*Language Minorities

This guide for minority language parents whose primary language is Hmong presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children.

Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Hmong exercises are provided. (SLD)

ED 360 402

UD 028 872

Holt, Grace D.

(Parenting Curriculum for Language Minority Parents. Lao Language.)

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 91

NOTE- 125p.; Translated by Paul Lee. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Lao

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; \*Asian Americans; Childhood Needs; Citizenship Education; Curriculum; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; Lao; \*Laotians; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Workbooks

IDENTIFIERS- \*Language Minorities

the black family as an institution. To facilitate an understanding of the black American family, an analysis is presented of the various sociocultural forces that shape both the structure and functions of the family as well as the way the family has experienced changes. Larger forces outside the black community are analyzed, such as assimilation, unemployment and underemployment, the role of government and public policy, and the imbalance in the gender ratio. The role of education is considered. Typically, the best efforts of the black male in preparing for the job market do not insure equal employment opportunities. At every educational level, blacks are twice as likely as whites to be unemployed. Single-parent families and children in poverty face barriers in access to education, equal educational opportunities, and the opportunity to benefit fully from public education. The theoretical perspective of the analysis is a political economy model that assumes that contemporary black family structure is a function of political and economic forces that have shaped its existence for several centuries. A list of 462 references is included, and an additional bibliography lists 97 selected readings. (SLD)

ED 360 422

UD 029 355

Johnson, Phyllis; Birk, Thomas A.

Community Service Partnerships: African-American Owned Radio's Commitment to Education.

PUB DATE- Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; \*Black Community; Black Culture; Black Leadership; Broadcast Industry; \*Community Education; Community Services; Elementary Secondary Education; \*Mass Media Role; News Media; Partnerships in Education; Programming (Broadcast); \*Radio

IDENTIFIERS- \*African Americans; Minority Businesses; Public Service Advertising; \*Public Service Campaigns; Radio Operators

How African American owned radio stations use their collective resources to deal with educational issues in the communities they serve was studied by examining their community service promotional activities. The type and frequency of activity at these stations during a typical year were studied through a survey of 96 African American broadcast companies, with 123 radio stations, conducted in the first quarter of 1992. The commitment of senior-level management to community service promotional activities now and in the future was examined, along with the station's commitment to community service activity targeting education. Results suggest that community service promotion is an active, important, and highly regarded part of the programming at African American owned radio stations. African American radio has demonstrated its desire to improve the inner city schools for the children of its listeners. The promotional agendas of African American stations have included many hours of working toward solutions to other urban problems, typically focusing on violence prevention, combating the influence of drugs, parent participation in the schools, and promoting citizenship. Change has often been brought about by the commitment of senior level management. Three tables present study findings. Contains 70 references. (SLD)

Expectations of Students; \*Urban Schools; Urban Youth  
IDENTIFIERS- \*African Americans

This handbook focuses on five long-standing correlates for effective schools postulated by the late Ron Edmonds. Edmonds searched long and hard for those variables that were present in successful inner-city schools populated primarily by African American children. His work demonstrated that it is possible to educate so-called hard-to-reach students if the correct ingredients are present in the school environment. The five postulates are: (1) strong administrative leadership; (2) a climate of expectation; (3) the right atmosphere; (4) basic skills; and (5) monitoring of pupil progress. Many educational strategies are suggested as appropriate means of seeking to implement Edmonds' criteria. Most are not new, but many are untested in schools. The genuinely at-risk students of our "nation at risk" have not yet been helped by contemporary educational reforms, but these strategies offer approaches that may succeed. (SLD)

ED 360 442

UD 029 385

Holland House/Boysville Chapter 1 Neglected and Delinquent

Program. Product Evaluation Report, 1992-93.

PUB DATE- Jul 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; Adolescents; Child Neglect;  
\*Compensatory Education; Delinquency; \*Disadvantaged Youth;  
Federal Programs; High Schools; \*High School Students; Program  
Evaluation; Reading Achievement; \*Reading Programs; Residential  
Programs; Test Results; \*Tutorial Programs; \*Urban Youth  
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;  
Hawkins Stafford Act 1988; \*Saginaw City School System MI

Holland House is a residential program for neglected and delinquent youth in Saginaw (Michigan). In 1992-93, the program received Education Consolidation and Improvement Act Chapter 1 funding, which was used for materials and a teacher and an aide for a reading skills tutorial program. This product evaluation was conducted in 1992-93, and focuses on the degree to which participants achieve the major objectives of the program. Student entry and exit normal curve equivalent (NCE) scores on the Woodcock Johnson Tests of Achievement--Standard Battery were compared. Twenty-five students were served by the program in 1992-93 (14 Black, 9 White, and 2 Hispanic), and 11 students for whom there were complete data were considered in the study. The grant performance criterion specified that students would improve more than three NCEs in reading. Test scores indicate that the program attained its objective in both basic and advanced reading. Seven of the 11 evidenced gains in both areas, 1 experienced a gain in only 1 area, and 3 showed losses in both. Recommendations for program improvement are offered. Three tables present study findings. Four appendixes contain a weekly evaluation form and three additional tables. (SLD)

ED 360 443

UD 029 387

Rodriguez, Esther M.; Nettles, Michael T.

Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.

PUB DATE- May 93



the Next Two: Hindsight and Foresight" (G. Gonzalez); (2) "The Changing Demographic Face of Hispanics in the United States" (A. Garcia); (3) "Patterns and Consequences of Illegal Drug Use among Hispanics" (M. De La Rosa); (4) "AIDS: A Challenge to Hispanics and their Families" (F. I. Soriano); (5) "Strengthening Family and School Bonds in Promoting Hispanic Children's School Performance" (H. Curiel); (6) "Phenotyping, Acculturation, and Biracial Assimilation of Mexican Americans" (F. F. Montalvo); (7) "Sensitive Mental Health Services for Low-Income Puerto Rican Families" (A. Facundo); (8) "Mental Health Services and the Hispanic Elderly" (M. R. Miranda); (9) "Older Hispanic Women: A Decade in Review" (E. Bastida and R. Juarez); (10) "Culturally Relevant Services for Hispanic Elderly" (J. S. Gallegos); and (11) "Juvenile Delinquency among Hispanics: The Role of the Family in Prevention and Treatment" (A. T. Rio, D. A. Santisteban, and J. Szapocznik). (SLD)

ED 360 462

UD 029 418

Benson, Peter L.; Roehlkepartain, Eugene C.  
Youth in Single-Parent Families: Risk and Resiliency. Background Paper.

SPONS. AGENCY- Lutheran Brotherhood, Minneapolis, MN.

PUB DATE- Jul 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; Behavior Patterns; \*Disadvantaged Youth; Divorce; Elementary School Students; Elementary Secondary Education; Family Characteristics; Family Influence; Family Problems; \*Family Structure; \*High Risk Students; Nuclear Family; \*One Parent Family; Secondary School Students; Urban Youth

IDENTIFIERS- \*Resilience (Personality)

To gain perspective on how the structure of a family impacts young people, data from a national study conducted by the Search Institute were reexamined. Of the 47,000 students of the study, 8,266 live in a single parent household, due largely to divorce. Analysis focused on at-risk behavior, deficits, and the dynamics of healthy single-parent families that help them beat the odds. The issues are too complex, and the perspectives and values too diverse to settle in a single discussion, but it appears that categorical statements about two-parent families being good and single-parent families being bad overstate the case. Two-parent families have an edge, but being in one is no guarantee that a young person will have the nurture, control, and guidance needed to grow up healthy. Being a single parent is tough, and living in such a family structure is not ideal for children, but with special effort and with the support of institutions, communities, and individuals around them, single-parent families can be supportive and healthy families in which young people can thrive. Six figures provide details of the situations of single families. (SLD)

ED 360 463

UD 029 420

Lukes, Marguerite, Ed.; Rawson, Katherine, Ed.  
Pages from Life: Families Write Together = Paginas de la Vida: Familias Escriben Juntas.

PUB DATE- 93

NOTE- 47p.

LANGUAGE- English; Spanish

\*Psychomotor Skills; Self Evaluation (Individuals); Skill Development; \*Teaching Methods; \*Videotape Recordings; Visual Aids

This paper examines eight studies that utilized film or videotape to enhance motor performance through modeling or self-examination of performance. The studies, dating as far back as 1944, dealt with learning bowling, golf, basketball, throwing, gymnastics, racquetball, and other motor tasks. For each study, the paper outlines the problem, the purpose, the method, the results, and interpretation of the results. (Contains 14 references.) (JDD)

ED 360 267

SP 034 530

Seefeldt, Vern; And Others

Overview of Youth Sports Programs in the United States.

PUB DATE- 93

NOTE- 133p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adolescents; \*Athletic Coaches; \*Athletics; At Risk

Persons; Elementary School Students; Elementary Secondary Education; \*Program Effectiveness; Secondary School Students; Sex Differences; \*Sport Psychology

This overview focuses on two out of the six categories of organized youth sports; namely, agency-sponsored and interscholastic athletics. The discussion of the current status and proposed future direction of organized athletics for youth includes seven components of the problem: the role of youth sports in American culture; the role of athletic competition in youth development; education of youth sport coaches; injury prevention and safety in youth sports; patterns of participation and attrition in sports by adolescents; issues of gender in youth sports; and effectiveness of sports programs for adolescents. The discussion focuses on adolescents, especially those who live in high-risk environments. Programs that seem to be meeting specific objectives have been identified as a resource for those who seek models of effectiveness. Responses of youth to a survey about their experiences in organized sports are summarized. Among the findings are: progress toward true equality in sports opportunities regardless of gender has been made, but participation rates for boys continue to be much higher than those for girls; a commitment to provide programs for specific populations, such as low-income or minority groups, is absent from the mission, goals, and objectives of many national governing agencies; the potential benefits of competition are acknowledged, but whether these benefits are actually experienced by a significant number of participants depends largely on the quality of adult leadership; and competitive sports have the potential to produce negative effects, such as the disintegration of moral development. The paper concludes with 23 recommendations, divided among the following topics: Organization of Sports Programs (11 recommendations); Scheduling of Practice and Games (3 recommendations); Quality of Adult Leadership (9 recommendations). Three appendixes provide information on two publications ("Guidelines for Coaching Education: Youth Sports," and "Coaching Certification: A Position Paper") and an address list of representatives of national youth sports governing agencies. Contains 78 references. (AMH)

ED 360 268

SP 034 532

relationship. This view of microteaching examines how social, cultural, and historical conditions constitute the processes by which prospective teachers learn to teach. It examines how the concept of the ZPD has been portrayed as a "construction zone," a created, shared space in which meaning is constructed. The paper attempts to show how the ZPD is co-constructed by the persons who form the teaching-learning relationship and how the "construction zone" continually comes into being as meanings and tasks are negotiated and renegotiated within the historical context of a strategic relationship. It analyzes manifestations of power and knowledge, and places power/knowledge connections within the broader historical context of the teacher preparation program. The paper then analyzes microteaching as autonomous school learning and as connected labor. (Contains 29 references.) (JDD)

ED 360 286

SP 034 646

Dungan, Sherry

Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Discourse Analysis; Elementary Secondary Education; \*Interaction Process Analysis; Lesson Observation Criteria; Observation; Personal Autonomy; Success; \*Supervisory Methods; Teacher Administrator Relationship; \*Teacher Effectiveness; Teacher Evaluation; \*Teacher Supervision

The study reported here analyzed the interaction performance of instructional supervisors as they conducted postobservation conferences with teachers. Seven supervisor-teacher pairs consisting of varying combinations of experienced, beginning, and novice teachers and supervisors were examined, to determine status indicators such as jargon use, verbal complexity, and using the other person's name; informing versus controlling the interaction; dominance strategies such as total words, message unit turns, intended interruptions, and minimal responses; and the success level of the conference. Findings suggest that conference success is greatly influenced by strategy patterns, as the match between the strategy use of the supervisor and the teacher is more important than the experience levels of either participant. The most successful conferences were characterized by teacher-controlled dominance strategies, close matching of status indicators, and supervisory reliance on suggestions rather than direction, except in the case of a beginning teacher coupled with an experienced supervisor. Implications for supervisory practice, philosophy, and preparation are discussed. (Contains 62 references.) (JDD)

ED 360 287

SP 034 647

Kourilsky, Marilyn

An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers.

PUB DATE- Apr 93

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

options, and self-directed learning. Each level or step is successively more student-directed and student-centered. Space is provided throughout the document for thoughts on how these ideas might be adjusted to best suit individual students. The document concludes with a list of 10 resources, each with a brief annotation. (LL)

Ed 360 306

SP 034 709

Hambleton, Alice; And Others

Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.

PUB DATE- 92

NOTE- 42p.; For other documents in this series, see SP 034 708-713.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cooperative Planning; \*Educational Practices; Elementary Secondary Education; \*Faculty Development; Foreign Countries; \*Learning Activities; Librarians; \*Program Implementation; \*Resource Materials; School Libraries; Skill Development; Teacher Role; Teaching Guides

IDENTIFIERS- \*Resource Based Learning; Saskatchewan

The purpose of these documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet focuses on resource-based learning, defined as a planned educational program that actively involves students in the effective use of a wide range of print, nonprint, and human resources. The publication is organized into 13 chapters as follows: (1) What is Research-Based Learning? (2) Resource-Based Learning: A Foundation for Educational Practice; (3) A Teacher Taxonomy of Resource-Based Education: Moving through Four Dimensions; (4) Using the Taxonomy; (5) Resource-Based Learning in Your School; (6) The Resource-Based Learning Classroom; (7) Resource-Based Learning in Action; (8) The Role of the Teacher-Librarian; (9) Creating Connections for Resource-Based Learning; (10) Skills Development; (11) Taking Another Step: A School-Based Continuum of Information-Processing Skills; (12) Evaluating Resource-Based Units; and (13) Resources. Appendices provide sample planning guides and a suggested list of information-processing skills. A pamphlet entitled "Teachers Teacher-Librarians = Co-Designers on Instruction" is not included. (LL)

Ed 360 307

SP 034 710

Kuzbik, John

Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9.

PUB DATE- 92

NOTE- 52p.; For other documents in this series, see SP 034 708-713.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Case Studies; Conventional Instruction; Educational Practices; Educational Strategies; Elementary Secondary Education; \*Faculty Development; Foreign Countries; \*Lecture Method; Lesson Plans; Mastery Learning; Student Participation; \*Teacher Effectiveness; Teaching Guides; \*Teaching Methods

computers, anxiety about statistics, algebra and mathematics skills, and biographical data. The proportion of variance in statistics achievement accounted for by the following parameters was not statistically significant: (1) attitudes toward computers; (2) attitudes toward statistics; (3) mathematics background; (4) computer science background; (5) mathematics ability; (6) statistical anxiety; and (7) Graduate Record Examination scores (available for only 83 students). Coefficient alpha reliabilities are reported for each of the scales used to measure attitudes and abilities. No statistically significant differences were found between students taught with a computer laboratory and those taught without the computer component for attitudes toward statistics, but those taught by computer exhibited more positive attitudes toward the computer and less statistical anxiety at the end of the course. Five tables present study findings. Contains 18 references. (SLD)

ED 360 325

TM 020 122

Jaeger, Richard M.

Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Classroom Observation Techniques; Classroom Research; Comparative Analysis; \*Data Collection; Documentation; Educational Technology; Elementary School Teachers; Elementary Secondary Education; \*Evaluation Methods; Naturalistic Observation; Professional Development; \*Psychometrics; Reliability; Scoring; Secondary School Teachers; \*Teacher Evaluation; Validity; \*Videotape Recordings

IDENTIFIERS- \*Performance Based Evaluation

Issues in collecting data on the classroom performance of teachers are discussed, with a focus on written descriptions of teacher behavior in contrast with videotaped observations. The central issue in this comparison is the comparability of the information when it is observed live and when it is simply recorded on videotape. The fundamental psychometric questions associated with any assessment technique can also be posed in terms of validity, reliability, and bias. In any data collection effort, the purposes must be clear, and the inferences to be drawn must be recognized. The situational generalization of observations is limited in different ways for live observers or videodocumentation. Live observers restrict their attention, and videorecorders may restrict the observers' focus. However, the videodocumentation of classroom teaching produces a record that can be viewed, interpreted, and evaluated by many observers. Limited research from J. R. Fredericksen and colleagues suggests that live observation and videotape scoring produce very similar evaluations of teachers, with adequate interscorer reliability. Various practical issues in videotape use, and opportunities it provides for professional development are discussed. Research needs are reviewed. (SLD)

ED 360 326

TM 020 123

Testing; Correlation; Factor Analysis; Federal Programs; High Schools; \*High School Students; Males; \*Military Personnel; \*Occupational Tests; Predictive Measurement; \*Testing Programs; Test Use; Whites; Young Adults  
IDENTIFIERS- \*Armed Services Vocational Aptitude Battery; \*General Aptitude Test Battery

A statistical comparison was made of two test batteries, the Armed Services Vocational Aptitude Battery (ASVAB) and the General Aptitude Test Battery (GATB), using a sample of 406 subjects (98 civilian high school students and 308 military recruit examinees). The sample was predominantly white and male. A first analyses described the sample and its performance on the subtests and composites of the GATB and the Department of Defense Student Testing Program composites of the ASVAB. A second analysis investigated the extent to which the ASVAB can predict GATB subtests and composites, and vice versa. The third analysis was a canonical correlation of the subtests of the two batteries. The fourth analyses consisted of principal components factor analyses of the batteries separately and combined. Results show that the batteries do not overlap enough to be considered equivalent or interchangeable, but that they do share a large amount of variance. Such shared variance is to be expected in batteries that have been developed for occupational selection or guidance. Nineteen tables present analysis results. (Author/SLD)

ED 360 344

TM 020 214

Lee, William M.; And Others

Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

PUB DATE- Feb 89

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Automation; \*Computer Assisted Testing; \*Item Banks; Item Response Theory; \*Test Construction; Test Items  
Projects to develop an automated item banking and test development system have been undertaken on several occasions at the Air Force Human Resources Laboratory (AFHRL) throughout the past 10 years. Such a system permits the construction of tests in far less time and with a higher degree of accuracy than earlier test construction procedures. This paper details Classical Test Theory and Item Response Theory (IRT) approaches to item banking and test construction and their relevance to the development of an automated item banking system. State-of-the-art improvements in the current automated item banking system are proposed which include the capability to generate multiple forms simultaneously and to print new test forms with the same type font, spacing, and format as the reference form. (Author)

ED 360 345

TM 020 215

Kyllonen, Patrick C.; And Others

Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987.

PUB DATE- Apr 89

NOTE- 87p.

LANGUAGE- English

New Orleans students were below the 40th percentile, although dividing students into low-risk and high-risk groups gives a clearer picture of what the schools accomplish. Test results must be related to major student factors such as retention, Chapter 1 participation, absenteeism, suspensions, expulsions, free lunch status, welfare, etc., to gain a more meaningful understanding of true achievement. Retention does not seem to have any beneficial effect on students retained at the first grade level. The long-term benefits of Chapter 1 and prekindergarten experiences are questionable and merit further study. Absenteeism is a serious problem in the New Orleans schools, and it, along with instructional variables, must be examined for its relationship to test results. The tendency to associate low socioeconomic status automatically with poor scores must be reexamined to avoid stereotyping these students. The school district must begin to develop a student database management system to improve further research. Sixteen tables present test results, and nine figures make comparisons possible. Six appendixes provide additional details about test results. (SLD)

ED 360 365

TM 020 267

Shoemaker, Caryn R.  
Graduate Activity Survey: Class of 1991 One Year after Graduation.  
PUB DATE- Oct 92  
NOTE- 43p.; For the 1989 report, see TM 020 268.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Academic Aspiration; American Indians; Armed Forces;  
Asian Americans; \*College Bound Students; Educational  
Experience; \*Employment Experience; \*Graduate Surveys; Higher  
Education; \*High School Graduates; High Schools; Mail Surveys;  
Minority Groups; \*Noncollege Bound Students; Public Schools;  
Response Rates (Questionnaires); Sex Differences; \*State Surveys  
IDENTIFIERS- \*Arizona

This survey determined the proportion of Arizona high school graduates who continued their educations, became employed, enlisted in the military, or chose another alternative. Surveys mailed to 5,288 graduates of Arizona public schools were completed and returned by 1,347. Female and white students were more likely to respond. At graduation, 86 percent of the respondents planned to continue their educations, 55 percent to be employed, 5 percent to enlist in the military, and 5 percent to become a homemaker or a volunteer. Eighty-two percent of the respondents enrolled in some form of postsecondary education after graduation in 1991, and 77 percent expected to be enrolled in 1992. Asians were most likely to have enrolled (97 percent) and American Indians were least likely to enroll (58 percent). Half had been gainfully employed more than 6 months of the year since graduation, and 83 percent of those continuing in school were also working. Respondents were basically satisfied with their high school experiences as preparation, with very good or satisfactory ratings given by 85 percent. In spite of these generally favorable ratings, most of the respondents' voluntary comments expressed frustration and disillusionment. Comparisons with the class of 1989 indicate that 1991 graduates face a more hostile world, or were less well prepared, since both employment and enrollment in postsecondary education declined over the 2 years. Twenty tables present responses and findings. Five appendixes discuss survey methodology and responses and include survey

NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*College Students; \*Conflict; \*Construct Validity; Correlation; \*Divorce; Factor Analysis; Family Problems; Females; Higher Education; \*Hostility; Males; Parent Child Relationship; Rating Scales; \*Test Construction; Test Reliability

IDENTIFIERS- Alpha Coefficient; \*Post Divorce Parental Conflict Scale

One difficulty in studying the long-term impact of divorce on children has been the lack of a reliable and valid measure of parental conflict for divorced parents. Items for a post-divorce conflict scale were written and tested using 32 male and 63 female college students from divorced families for Study 1 and 60 male and 75 female students from divorced families in Study 2. Using rational, factor analytic, and internal consistency methods, three subscales--Verbal, Physical, and Indirect Hostility--were developed. Alphas for the revised measure were 0.93 for the total Mother- and Father-Conflict scales. Alphas for the subscales ranged from 0.80 to 0.92. The patterns of correlations between each subscale and other measures support the validity of verbal, physical, and indirect hostility as separate constructs. Appendix A contains the scale, and Appendix B contains six tables of study data. (Author/SLD)

ED 360 385

TM 020 389

Title, Carol Kehr

Assessment Research in the Context of Practice.

PUB DATE- Aug 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Assessment; Educational Practices; Educational Research; Elementary Secondary Education; \*Evaluation Research; Mathematics Tests; \*Measurement Techniques; Research Design; Research Methodology; \*Research Needs; Surveys; Test Construction; \*Testing Programs; Test Results

IDENTIFIERS- Mathematics Assessment Questionnaire

Commemorating the work of Anne Cleary, the author considers the need for research on assessment in the practice context, provides an example of research in context, and proposes general areas of development for assessment research in the context of practice. Research has shown that effects of testing programs on practice are often not those that were intended. In addition, assessments are becoming more complex. These factors and the historical independence of test developers and measurement practitioners from educational practitioners make research in the context of educational practice extremely important. The development of the Mathematics Assessment Questionnaire (MAQ), a survey of students' thoughts and feelings about learning and doing mathematical word problems in classroom activity settings, illustrates research in the



This guide for minority language parents whose primary language is Lao presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Lao exercises are provided. (SLD)

ED 360 403

UD 028 873

Holt, Grace D.

(Parenting Curriculum for Language Minority Parents. Korean Language.)

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 91

NOTE- 116p.; This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer; see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Korean

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; Childhood Needs; Citizenship Education; \*Curriculum; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; Korean; \*Korean Americans; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Workbooks

IDENTIFIERS- \*Language Minorities

This guide for minority language parents whose primary language is Korean presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Korean exercises are provided. (SLD)

ED 360 404

UD 028 874

Phelps, Donald G.

A Wake-Up Call for Middle-Class Black America.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Black Community; Black Culture; \*Black Education;  
Black Family; Community Colleges; Disadvantaged Youth;  
Educational Responsibility; Females; Higher Education; Inner  
City; \*Middle Class; Parent Influence; \*Parent Participation;  
Parent Responsibility; \*Social Differences; Social Mobility;  
\*Urban Problems; Violence

IDENTIFIERS- African Americans; California (Los Angeles); \*Self  
Reliance

Many have regarded the recent civil disturbances in Los Angeles (California) as a wake-up call, a warning that the deterioration of America's cities, education systems, and public services, and the continuing decline of the underclass may result in a race war that could destroy society. The wake-up call is directed primarily at middle-class black America, specifically at females, because African American women constitute 52 percent of the black adult population and far outnumber black men in administrative positions in higher education. The undeclared but obvious alienation between poor and middle income blacks may be one of the gravest by-products of upward mobility in black America. Black people have to begin relying on themselves again, using the initiative and energy that have characterized the black struggle in a legally segregated nation. No institution in society has ever been an adequate substitute for strong, responsible, intelligent, and loving parents. In inner-city families, some children, without parental guidance, have turned to gangs and drugs. A renewal of independence in the black community begins with parents and their participation in the schools. Community colleges have an important role to play through demanding high achievement and setting standards. The wake-up call to black Americans can only be sounded by the black community. (SLD)

ED 360 424

UD 029 357

African American Educational Excellence. Planning Symposium  
Proceedings for the Development of the Center for Applied  
Cultural Studies and Educational Achievement (Long Beach,  
California, January 27, 1989).

PUB DATE- 27 Jan 89

NOTE- 82p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Academic Achievement; Black Achievement; Black  
Colleges; Black Culture; Black Education; Black Students; Black  
Teachers; Black Youth; \*Educational Quality; Elementary  
Secondary Education; Higher Education; \*Institutional Role;

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; American Indians; Black Students; Disadvantaged Youth; \*Economic Factors; Educational Objectives; Elementary Secondary Education; Equal Education; \*Equal Opportunities (Jobs); Hispanic Americans; Literacy; \*Minority Group Children; Postsecondary Education; \*Racial Differences; \*Socioeconomic Status; White Students; Youth Problems

IDENTIFIERS- African Americans; American Indian Students; Hispanic American Students; Latinos; \*National Education Goals 1990; State Higher Education Executive Officers Assn  
Goal Five of the National Education Goals states that by the year 2000, every American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship. This report examines the challenges and progress of minorities compared to Whites in reaching Goal 5, focusing on educational achievement and workplace success. Overall performance of American students on national literacy assessments is low, and this is especially true for minority students. African American, Latino, and American Indian students take fewer mathematics and science courses than do their White and Asian American counterparts and are less likely to be in academic programs. Minority students are less likely to participate in postsecondary education and have less information about its importance. Young workers, especially minority workers, have the greatest difficulty in finding and keeping jobs, and are greatly underrepresented in professional jobs and technical specialties. Further research and evaluation show that new initiatives, such as apprenticeship programs and innovative occupational training, are necessary to close the gaps between minorities and the White mainstream. Seven tables and two figures present study data. An appendix contains the "Leadership Statement of Nine Principles on Equity and Educational Testing and Assessment." (SLD)

ED 360 444

UD 029 388

Mercurio, Kristine

Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report.

PUB DATE- 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Bilingual Education; \*Career Awareness; Cultural Awareness; English (Second Language); Haitian Creole; \*Haitians; High Schools; \*High School Students; \*Hispanic Americans; Limited English Speaking; Native Language Instruction; Program Evaluation; Program Improvement; Spanish; Student Attitudes; \*Urban Youth

IDENTIFIERS- Hispanic American Students; New York City Board of Education; \*Project CAP (Haitian Hispanic Students); \*Transitional Bilingual Education Programs

The Career Awareness Program for Bilingual Haitian and Hispanic Students (CAP) in New York City was designed to provide these high school students of limited English proficiency with instruction in English as a Second Language (ESL), native

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Creative Works (Literary and Dramatic)

(030), Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Autobiographies; \*Cultural Differences;

Disadvantaged Youth; Economically Disadvantaged; English;

\*Family Life; \*Fiction; Immigrants; Library Services; Minority

Groups; \*Parent Participation; Poverty; Spanish; Story Telling;

Teacher Education; Urban Areas; Workshops; \*Writing Instruction

IDENTIFIERS- \*District of Columbia; \*Story Writing

On Saturdays, neighbors in the Mount Pleasant area of the District of Columbia come together to participate in the family involvement component of The Books Project, a teacher education program that trains teachers to implement writing workshops in language diverse classrooms. The Family Involvement Project expands The Books Project to include parents and involve them in writing workshops. This anthology presents some of the stories written by parents and children. Some are presented in English, but those that were written in Spanish are published in both languages. The 36 stories of this collection illuminate many of the themes of urban life for the disadvantaged, touching on racial and ethnic issues, family and school experiences, and the experiences of poverty. (SLD)

ED 360 464

UD 029 421

Lewis, Michael

The Culture of Inequality. Second Edition, with a New Introduction.

PUB DATE- 93

NOTE- 230p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ability; \*Access to Education; \*Culture;

Disadvantaged Youth; Dropouts; Educational Change; Elementary

Secondary Education; \*Equal Education; Equal Opportunities

(Jobs); \*Failure; \*Futures (of Society); Literacy; School

Effectiveness; \*Social Discrimination; Social Values; Urban

Schools; Urban Youth

This book originally written in 1978, houses a pessimistic view of American culture that the author sees no reason to modify. The central argument is that the national faith in individual initiative and free opportunity has become a breeding ground for guilt about our own limited successes and prejudice against all who exhibit signs of failure. Among the many ways society fails the disadvantaged is through the educational system. American schools graduate thousands of students who are functionally illiterate, and thousands more drop out before mastering basic skills. American schools are underfinanced and bureaucratic rigidity plays a role in their failures, but the underlying causes of educational failure are found in a view of failure as a matter of insufficient capability rather than insufficient effort. Allowing educational failure to continue allows many to distinguish themselves from those who fail, as it serves a certain usefulness in the individual-as-central mentality. The epilogue makes the point that the culture of inequality created is not likely to be changed in positive ways, but that estrangement will increase and inequalities will grow. (SLD)

ED 360 465

UD 029 424

Perez, Sonia M.; Martinez, Deirdre

State of Hispanic America 1993: Toward a Latino Anti-Poverty

Smith, Christen  
Overview of Youth Recreation Programs in the United States.  
PUB DATE- Sep 91  
NOTE- 92p.; Occasional light or broken type.  
LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Adolescents; Agency Cooperation; At Risk Persons;  
\*Community Recreation Programs; \*Community Resources; Community  
Services; \*Health Promotion; \*Leisure Education; Lifetime  
Sports; Policy Formation; \*Recreational Activities; Recreation  
Finances; Secondary Education; Self Actualization; Trend  
Analysis

Community recreation services provide enjoyable, interesting and challenging opportunities that will enhance the well-being and healthy development of participants, enrich community life, and provide life skills training for youth. Leisure skills and interests gained in adolescence contribute significantly to the development of human competence and the achievement of self-actualization. Successful recreation programs operate under the philosophy that youth are a resource to be developed, rather than a problem to be managed; therefore, constructive use of leisure must become an integral part of the school curriculum at all levels. This paper presents an overview of community recreation services for youth, examines current issues in community recreation services for young adolescents with a particular focus on at-risk youth, discusses the value of participation in organized sports, and provides an overview of programming for youth. Innovative and exemplary programs that serve the needs of youth are highlighted. The paper also includes an examination of funding strategies for leisure services, analyzes trends and issues in recreation and leisure services, and sets forth challenges for public policy makers. (Contains approximately 100 references.) (LL)

ED 360 269 SP 034 533

Talbot, Gilles L.  
Self-Regulated Achievement in the Cegep Student: Motivated  
Strategies for Learning.

PUB DATE- 92  
NOTE- 84p.; Cegep is an acronym for "College d'enseignement  
general et professionnel."  
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Academic Achievement; Cognitive Restructuring;  
College Faculty; \*College Students; Foreign Countries; Higher  
Education; \*Learning Strategies; \*Mathematics Anxiety;  
\*Metacognition; Qualitative Research; Seminars; Student  
Attitudes; Student Behavior; \*Student Motivation; \*Study Skills  
IDENTIFIERS- Champlain Regional College PQ

This report and a motivation seminar were prepared for teachers in the Social Sciences Department at Champlain Regional College (Quebec) to study motivational dispositions of students who either avoided registering for a course in Quantitative Methods or failed out in important numbers. Teachers' consensus was that students in general seemed to lack self-regulatory mechanisms for academic achievement. A qualitative survey revealed that teaching students how to study and when to study would promote students' self-regulated academic achievement behaviors. The document is divided into five chapters: in

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Concept Teaching; \*Confidence Testing; \*Economics Education; Elementary School Teachers; Experiential Learning; \*Inservice Teacher Education; Knowledge Level; Models; Pretests Posttests; Primary Education; \*Teaching Methods

IDENTIFIERS- \*Generative Processes

It is believed that if primary grade children are exposed to the fundamentals of economics, they will be better able to comprehend and apply the principles in later years. This paper describes an inservice economics education training institute for elementary school teachers that integrates the following strategies: (1) an experienced-based curriculum; (2) the Generative Model of Teaching (instructional strategies which empower the learner) and the Generative Model of Mislearning and Recovery (preconceptions that are actually misconceptions); and (3) Information Referenced Testing (IRT) (a scoring system which increases the learner's confidence level). The curriculum consists of nine sequential units, each of which follows a 3-step process: experiences, debriefing, and reinforcement. Teachers learned by experiencing a modified adult application of the program. Pre- and posttesting item analysis suggest that teachers exposed to the model increased their confidence levels in economics information from 54 percent to 89 percent. Appendixes provide learner objectives for an integrated teacher education model, IRT responses, total item analysis, item-by-item analysis, and an examinee's individual education plan. (Contains 20 references.) (Author/LL)

ED 360 288

SP 034 648

Kourilsky, Marilyn; And Others

Generative Teaching and Personality Characteristics of Student Teachers.

PUB DATE- Mar 93

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Communication; Elementary Education; Elementary School Teachers; Feedback; Higher Education; Instructional Design; Maturity (Individuals); \*Personality Traits; \*Student Teachers; \*Teacher Characteristics; Teacher Education; \*Teacher Effectiveness; Teacher Response; Teacher Student Relationship; \*Teaching Methods

IDENTIFIERS- \*Generative Processes

This study sought to determine the relations between generative teaching and student teachers' social maturity, receptivity to criticism, and ability to incorporate suggestions about their performance into their teaching. Profiles of "more effective" and "less effective" student teachers were compared with respect to generative teaching and personality characteristics. Participants were 97 elementary student teachers. The Generative Teaching Scale was developed, containing 21 items that measure preactive generative teaching behavior (instructional planning) and interactive generative teaching practices designed to promote students' generation of meaning from instruction. Results indicated that: (1) effective teaching strongly and positively related to ability to use

IDENTIFIERS- \*Information Integration; \*Organizational Skills;  
Saskatchewan

The purpose of these documents is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. The topic of this booklet is effective lecturing, described as a blend of three types of lectures: interactive (engaging student thinking throughout the lesson); mastery (linking new knowledge to familiar concepts and ideas); and traditional (presenting information with minimal student activity). Each lecture type is investigated individually by analyzing three case studies. Appendices provide additional information organizers and a lesson planning guide. (LL)

ED 360 308

SP 034 711

Dueck, Gwen

Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

PUB DATE- 93

NOTE- 37p.; For other documents in this series, see SP 034 708-713.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Educational Practices; Elementary Secondary Education; \*Faculty Development; Foreign Countries; \*Learning Strategies; \*Peer Relationship; \*Peer Teaching; Social Development; Student Participation; \*Student Role, Teaching Guides; \*Teaching Methods

IDENTIFIERS- \*Partners in Learning; Reflective Practice; Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet highlights peer practice, a strategy that allows students to become actively involved in the strengthening or broadening of their own learning by supporting the learning of peers. Students reflect upon previously taught material by helping peers to learn and, at the same time, develop and hone their social skills. Students work together as partners, one functioning as a "doer" and the other as a "helper". The doer performs a task or answers questions; the helper observes and provides feedback and helping information. The doer is the student and the helper takes on the role of teacher. Later, the partners reverse roles. This guide explores the peer partner method, and is organized into the following eight parts: (1) Background; (2) Peer Partner Learning Is; (3) Why Use Peer Partner Learning; (4) Prepare for Peer Partner Learning; (5) Developing Peer Partner Learning; (6) The Teacher's Role During Peer Partner Sessions; (7) Executive Summary; and (8) Resources. (LL)

ED 360 309

SP 034 712

Ash, Tom

Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.

PUB DATE- 93

NOTE- 36p.; For other documents in this series, see SP 034 708-713.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Jaeger, Richard M.; And Others  
Integrating Multi-Dimensional Performances and Setting  
Performance Standards.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Annual Meeting of the National  
Council on Measurement in Education (Atlanta, GA, April 13-15,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Comparative Analysis; Elementary  
School Teachers; Elementary Secondary Education; \*Evaluators;  
Higher Education; \*Performance; Profiles; Secondary School  
Teachers; Standards; Summative Evaluation; Teacher  
Certification; \*Teacher Evaluation; Teacher Qualifications

IDENTIFIERS- Angoff Methods; National Board for Professional  
Teaching Standards; \*Performance Based Evaluation; Policy  
Capturing Method; \*Standard Setting; Standards for Educational  
and Psychological Tests; Teacher Candidates

Methods that might be used to establish standards of performance  
that will permit the National Board for Professional Teaching  
Standards to classify candidate teachers as highly accomplished  
(worthy of National Board certification) or less than highly  
accomplished (not worthy of certification) are contrasted.

Plans for research on these issues are discussed. Two  
approaches are considered. One, "policy capturing," is a  
judgmental process that attempts to elicit and characterize the  
decision strategies used by expert judges when they evaluate  
profiles of performances and reach a summative decision. The  
other method is an extension of the standard-setting method of  
W. M. Angoff (1971), in which judges are asked to estimate for  
individual test items the proportion of minimally qualified  
examinees who would answer the item correctly. Each method is  
examined in some detail, and the proposed strategies for  
applying them are explored. If carefully applied, these  
strategies should satisfy the requirements of the 1985  
"Standards for Educational and Psychological Tests." One chart  
and four figures illustrate the discussion. (SLD)

ED 360 327

TM 020 124

Calhoun, Emily F.; Glickman, Carl D.  
Issues and Dilemmas of Action Research in the League of  
Professional Schools.

PUB DATE- Apr 93

NOTE- 26p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Action Research; Agency Role; \*College School  
Cooperation; Educational Change; Educational Research;  
Elementary Secondary Education; Higher Education; Participatory  
Research; \*Research Methodology; Research Problems; \*School  
Restructuring; \*Theory Practice Relationship

IDENTIFIERS- \*League of Professional Schools GA; \*School Renewal;  
University of Georgia

University and school-based members of the League of Professional  
Schools, a collaborative formed to support school renewal,  
engage in disciplined inquiry on the effects of this  
school/university collaborative on life in member schools.



EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Association Measures; \*Associative Learning; \*Cognitive Processes; \*Encoding (Psychology); Individual Differences; \*Knowledge Level; Military Personnel; Mnemonics; Models; Predictive Measurement; Recall (Psychology); \*Retention (Psychology); Study Habits; Time Management; Training IDENTIFIERS- \*Cognitive Speed

In five experiments with over 2,500 subjects, we examined the hypothesis that cognitive processing variables measuring breadth of declarative knowledge and information processing speed were related to learning outcomes on a paired-associates task. Experiments 1 and 2 compared recall with recognition tests, Experiment 3 assessed the effect of study-block size, Experiment 4 examined the effect of mnemonic strategy, and Experiment 5 tested the effect of mixing study times and presenting words versus nonsense syllable stimuli. Across all experiments, breadth of verbal knowledge was found to be a strong predictor of retention overall, and a strong predictor of increment in retention benefits due to increases in study time. Mnemonic strategy training improved retention but also served to enhance the relationship between knowledge and retention. Memory search speed also predicted retention, but primarily under conditions of high information flow, either as a result of short (5 seconds per pair) study or time-sharing pressure (mixed study-time blocks). High-Knowledge subjects and Fast Memory-Search subjects were also quicker at retrieving the answer, when they knew the answer; but High-Knowledge subjects took longer in retrieving an answer under conditions of uncertainty. Results are discussed in terms of a general model of associative learning in which encoding is viewed as a process of generating links by constructing elaborations of the terms studied. (Fourteen tables and 14 figures are provided. Appendixes discuss producing individual difference curves, and strategy-treatment group instructions for Experiment 4.) (Author)

ED 360 346

TM 020 216

Rouse, William B.; Johnson, William B.

Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.

PUB DATE- May 90

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Artificial Intelligence; \*Cost Effectiveness; Decision Making; Evaluation Methods; \*Helping Relationship; Learning; Military Training; Models; \*Predictive Measurement; Problem Solving; Program Design; Research Methodology; \*Training IDENTIFIERS- \*Tradeoffs

A methodological framework is presented for representing tradeoffs among alternative combinations of training and aiding for personnel in complex situations. In general, more highly trained people need less aid, and those with less training need more aid. Balancing training and aiding to accomplish the objectives of the system in a cost effective way is the concern. A wide variety of methods, tools, and models is reviewed. These approaches are evaluated in terms of their advantages and disadvantages when used to analyze

instruments. (SLD)

ED 360 366

TM 020 268

Shoemaker, Caryn R.

High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation.

PUB DATE- Dec 91

NOTE- 35p.; For the 1991 report, see TM 020 267.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Aspiration; Armed Forces; \*College Bound Students; Educational Experience; \*Employment Experience; \*Graduate Surveys; Higher Education; \*High School Graduates; High Schools; Mail Surveys; Minority Groups; \*Noncollege Bound Students; Public Schools; Response Rates (Questionnaires); Sex Differences; \*State Surveys

IDENTIFIERS- \*Arizona

This survey determined the proportion of Arizona high school 1989 graduates who continued their educations, became employed, enlisted in the military, or chose another alternative. Of the 5,000 graduates originally selected, 1,380 graduates from 64 high schools responded to a mailed survey. Females, whites, and students with a high grade point average were more likely to respond. At graduation, 84 percent of the respondents planned to continue their educations, and 86 percent enrolled in some form of postsecondary education. At 2 years after graduation, 71 percent were still enrolled. Twenty-three percent intended to become employed, and three-fourths actually were employed in paid positions at 2 years. Of those who were employed, 32 percent were in full-time positions. While 4 percent planned to enlist in the military, 5 percent were actually enlisted. Respondents were basically satisfied with their high school experiences with regard to preparing them for the future, with 87 percent rating their experiences as very good or satisfactory. Two charts summarize activities after graduation and the distribution of grade point averages. Sixteen tables present survey responses and findings. (SLD)

ED 360 367

TM 020 271

Hambleton, Ronald K.

The Rise and Fall of Criterion-Referenced Measurement?

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meetings of the American Educational Research Association (Atlanta, GA, April 12-16, 1993) and the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Validity; \*Criterion Referenced Tests; Decision Making; Diagnostic Tests; Educational Assessment; Educational History; Educational Trends; Elementary Secondary Education; \*Evaluation Methods; Literature Reviews; \*Measurement Techniques; \*Research Methodology; Scholarly Journals; Student Evaluation; \*Teacher Education; \*Test Construction; Test Items

IDENTIFIERS- \*Performance Based Evaluation; Standard Setting; Test Specifications

context of practice. A framework has been developed to describe teacher change using the MAQ assessment. Research in the context of practice will necessarily link more closely to research on teaching and learning in subject matter areas. To foster this integration, examples are needed of new organizational arrangements and research that makes explicit use of theories of teaching and learning. New procedures to extend and adapt assessment development are needed, as are criteria for evaluating the meaning and use of assessments in context. One table and one figure illustrate the discussion. (SLD)

ED 360 386

TM 020 390

Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona.

PUB DATE- Jul 92

NOTE- 206p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Achievement Tests; \*Educational Assessment; Elementary School Students; Elementary Secondary Education; Graphs; Language Arts; Mathematics Achievement; \*Pilot Projects; Reading Achievement; Scores; Secondary School Students; \*State Programs; Statistical Data; Student Characteristics; \*Student Evaluation; Tables (Data); \*Testing Programs; Test Results

IDENTIFIERS- \*Arizona Student Assessment Program; Iowa Tests of Basic Skills; National Assessment of Educational Progress; Tests of Achievement and Proficiency; Trial State Assessment (NAEP)

This first report of the Arizona State Department of Education on the progress of the Arizona Student Assessment Program (ASAP) includes results of the March 1992 Pilot Assessment and contains a profile of Arizona student achievement. The first administration of the ASAP fulfills the legislative requirement of pilot testing. The report also includes results on the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), and the National Assessment of Educational Progress (NAEP) Eighth Grade Trial State Mathematics Assessment. Section 1 presents the ASAP results for grades 3, 8, and 12. As shown, 115,259 assessments were scored as part of the spring 1992 ASAP pilot. A summary of assessment participation and statewide results by assessment and grade are given. Section 2 summarizes ITBS and TAP results, which indicate that Arizona students scored slightly above national averages in reading for grades 4, 7, and 11, with scores above the national average for grades 7 and 11 in language and below the average for grade 4. Mathematics scores were below the national average for grade 4, but somewhat above for grades 7 and 11. Section 3 describes NAEP Trial State Mathematics Assessment participation for Arizona. Eight figures and 22 tables present test results. The bulk of the report contains data from the ASAP presented in 132 pages of data in tables. (SLD)

ED 360 387

TM 020 395

Lagache, Edouard

"Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting.

PUB DATE- 3 May 93

Holt, Grace D.

(Parenting Curriculum for Language Minority Parents: Chinese Language).

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 91

NOTE- 135p.; Translated by Kitty W. Shek. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Chinese

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; Childhood Needs; Chinese; \*Chinese Americans; Citizenship Education; \*Curriculum; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Workbooks

IDENTIFIERS- \*Language Minorities

This guide for minority language parents whose primary language is Chinese presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Chinese exercises are provided. (SLD)

ED 360 405

UD 028 875

Holt, Grace D.

Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish).

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 88

NOTE- 120p.; Translated by Roberto Lozano. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Spanish; English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult

Organizational Objectives; \*Program Implementation; Racial Relations  
IDENTIFIERS- \*African Americans; California; College Teaching and Learning Collection  
Proceedings of a symposium called by the California State university system and the State Department of Education to assist in creation of a Center for Applied Cultural Studies and Educational Achievement are presented. The Center would focus on ensuring African American educational excellence. More than 100 African American educators were invited to review and critique the Center's statement of mission and mandate, its development and design, funding strategies, institutional relationships, and expected outcomes and applications. The following presentations are included: (1) "Welcome and Introductions" (H. L. Carter); (2) "Overview" (W. A. Reynolds); (3) "The Curriculum Reform Movement and Issues of Access for African American Students" (B. Honig); (4) "Background on the Development of the Center for Applied Cultural Studies and Educational Achievement" (S. A. Thornton); (5) "The Condition of African American Education in California" (L. L. Goddard); (6) "The Cultural Keys to Maximizing Educational Praxis with African-American Students" (W. W. Nobles); (7) "Summary of Planning Team Reports" (Reports of five planning teams); (8) "Wrap-Up and Where We Go from Here" (H. L. Carter); (9) "The Condition of African-American Education in California: Selected Findings" (seven tables of data) (L. L. Goddard); and (10) "A Concept Paper" (W. W. Nobles). (SLD)

ED 360 425

UD 029 359

Howard-Vital, Michelle R.; Morgan, Rosalind  
African American Women and Mentoring.

PUB DATE- Jun 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- Administrators; \*Blacks; College Administration; \*College Faculty; Collegiality; Experience; Higher Education; \*Mentors; Pilot Projects; \*Professional Development; \*Self Concept; Significant Others; Socialization; Surveys; Teacher Student Relationship; \*Women Faculty

IDENTIFIERS- \*African Americans

The mentoring experiences of African American women and the potential of mentoring for improving their circumstances are explored. To develop insight into mentoring, a brief pilot survey was designed using a definition of mentoring derived from the literature, specifically from the characteristics described by J. E. Blackwell. The 21-item instrument was sent to a sample of members of the Association of Black Women in Higher Education. The 63 usable responses represented a 28 percent response rate. Slightly more than half of the respondents identified themselves as administrators, and most earned appreciable salaries. Most were working in 4-year public institutions with a majority of non-African Americans. Fifty of the respondents described present or past mentoring relationships. Mentors were usually older, and respondents reported socializing with them beyond school or work functions. After reviewing their mentoring experience, 96 percent of the women said that they would like to be mentors. The most frequently perceived function of mentors was building self-confidence, heightening self-esteem, and strengthening motivation. The next most frequently identified function was

language arts (NLA), and content area subjects taught bilingually. It also was intended to provide students with personal counseling, tutoring, and orientation to American education and culture. The design also included plans for parent outreach activities. The project enrolled 365 students. Of these, 287 were Haitian and 32 spoke Spanish as primary language. For the most part, the project carried out activities proposed in its design. The project met its objectives for guidance and counseling, career conferences, and staff development, but did not meet its objectives for ESL, NLA instruction in Haitian, and attitude toward school. Objectives for staff awareness of pupil needs and problems and for parental involvement could not be evaluated due to lack of data. Recommendations are made for program improvement, especially in English language and NLA, and improved program evaluation. Appendixes discuss data collection and analysis and instructional materials. (SLD)

ED 360 445

UD 029 391

Boyd, William L.; Raffel, Jeffrey A.  
Urban Education Today.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 92

NOTE- 11p.; A journal article reprinted in the CRHDE Publication series.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Journal Articles (080)

DESCRIPTORS- College School Cooperation; \*Disadvantaged Youth; \*Educational Change; Elementary School Students; Elementary Secondary Education; English (Second Language); Financial Support; \*High Risk Students; Information Dissemination; Limited English Speaking; \*Minority Groups; \*School Organization; Secondary School Students; Social Services; Teacher Supply and Demand; Urban Problems; \*Urban Schools; Urban Youth

IDENTIFIERS- \*Reform Efforts

Problems that beset urban education in general are analyzed, and solutions are discussed and evaluated by a policy working group of the National Association of State Universities and Land Grant Colleges. The most acute problem in American education involves the unmet needs of disadvantaged students, who are heavily concentrated in urban school systems. Almost every one of our nation's largest city school systems has a predominantly minority enrollment and a high percentage of students whose first language is not English. Accepting that the nation must invest in at-risk students, and that the Federal Government should lead in this process, the following five areas identify specific needs that must be addressed: (1) assisting urban students through social services; (2) addressing teacher shortages and needs; (3) developing and disseminating information about effective teaching and instructional technology; (4) developing appropriate organizational arrangements; and (5) solving financial problems with increased aid. Specific recommendations are made for national action, which include teacher pension programs, incentives for teacher improvement, programs for minority students, and encouragement of innovation in instruction and organization. Urban universities have an important role to play in forming partnerships with urban educators to promote educational quality. (SLD)

Agenda.  
PUB DATE- Jul 93  
NOTE- 52p.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Affirmative Action; Children; Civil Rights;  
Disadvantaged Youth; Economically Disadvantaged; Educational  
Attainment; Elementary Secondary Education; Equal Education;  
\*Equal Opportunities (Jobs); Fatherless Family; \*Hispanic  
Americans; Housing; \*Policy Formation; \*Poverty; \*Public  
Policy; Racial Discrimination; \*Urban Problems  
IDENTIFIERS- \*Latinos

With this report the National Council of La Raza begins to formulate a coherent framework for assessing proposed solutions to the problems of Hispanic American poverty. Poverty among Hispanic Americans is persistent and severe. More than one in four Hispanic Americans and two in five Hispanic children are poor. This discussion of the dimensions of Latino poverty reveals that the disadvantaged economic situation can be explained largely by the poverty of the four groups: the working poor; female-headed households; Puerto Ricans; and children. The outcomes of the following four public policy strategies on Hispanic poverty are considered: (1) equalizing educational attainment; (2) eliminating the effects of employment discrimination; (3) making work more rewarding; and (4) guaranteeing affordable housing. Other issues cannot be ignored, but anti-poverty approaches that address these four issues have the potential to reduce the number of Hispanic poor significantly. In addition, these strategies are amenable to statistical analysis to determine their real effects. Of the four approaches, equalizing educational attainment appears to have the most significant effect on poverty. Looking beyond the traditional civil rights issues to broader policy concerns will benefit the Hispanic American community. Nine figures illustrate the report. (SLD)

Chapter 1, student cognitions are related to their motivations for studying; Chapter 2 focuses on motivational values and expectations, cognitions, metacognitions, and strategy management; Chapter 3 concentrates on teaching learning strategies to students; Chapter 4 examines teaching form and content and provides a detailed case study; and Chapter 5 presents a discussion, suggestions for future work, and conclusions. Appendixes provide an article entitled "The Danger of Success in Math" (Earl Babbie) and Seminar Presentation Transparency Masters. (Contains approximately 60 references.) (LL)

ED 360 270

SP 034 534

Sandoval, Pamela A.

The "U" in UTEP: Development of the Urban Curriculum and Its Delivery. Second Year Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee.

PUB DATE- May 92

NOTE- 128p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alternative Teacher Certification; College School Cooperation; \*Curriculum Development; Elementary Secondary Education; Higher Education; Inservice Teacher Education; \*Preservice Teacher Education; \*Program Evaluation; Research Design; \*Teacher Education Curriculum; \*Urban Education IDENTIFIERS- Indiana University Northwest; Professional Development Schools; \*Urban Teacher Education Program IN

This report provides an outline of the Urban Teacher Education Program (UTEP), describes curriculum development and delivery, and discusses the progress that has been made toward program goals. UTEP is a school district/university consortium for school-based professional preparation and development. Members of the consortium include: Indiana University Northwest, East Chicago Public Schools, East Chicago Federation of Teachers, Gary Community School Corporation, Gary Teachers Union, School City of Hammond, and the Hammond Teachers Federation. UTEP seeks to provide relevant urban education and experience for preservice teachers and to increase the professional development of teacher instructors--skilled master teachers--at the schools that serve as professional development centers (PDC). Field experiences for preservice teachers take place at either the elementary, middle, or high school professional development center. UTEP includes a graduate inservice teacher certification component--an alternative teacher certification program. The report details the evaluation plan and research design for the program and the appendices include protocols used in interviews with university faculty and PDC teacher instructors, as well as a survey instrument that collects information from faculty and teacher instructors on their instructional objectives and assessment methods. The appendices also include a list of 21 publication, papers, and presentations related to UTEP. (Contains 52 references.) (IAH)

ED 360 271

SP 034 543

Kull, Judith A.; Bailey, Jerry D.

Perceptions of Recent Graduates: Leadership and "Standing Out."

PUB DATE- Apr 93

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,



generative teaching principles; and (2) effective generative teaching strongly and positively related to student teachers' social maturity, receptivity to criticism, and ability to incorporate suggestions from critiques into their teaching. Recommendations for teacher preparation and teacher selection are offered. (Contains 22 references.) (JDD)

ED 360 289

SP 034 649

Pelletier, Carol Marra

Professional Development through a Teacher Book Club.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Clubs; \*Discussion Groups; Elementary Secondary

Education; \*Group Discussion; \*Inservice Teacher Education;

\*Professional Development; \*Program Effectiveness; Success;

\*Teacher Attitudes; Theory Practice Relationship

IDENTIFIERS- Book Clubs

This paper describes the development of a teachers' book club as a form of professional development, based on the premise that teachers are leaders and can be responsible for their own professional development, if given a framework and opportunity to do so. Data sources included a survey and interviews with club members. Analysis of the success of the book club revealed four major contributing factors: (1) leadership style; (2) the environment in which the group held their discussions, including its physical space and the group climate; (3) the group members themselves, who included teachers of all grade levels and disciplines; and (4) integration of the book club into the teachers' daily routine. It was also felt that the club's success was due to the fact that teachers themselves selected the club as a professional development activity and made the commitment to it. The paper concludes that teacher conversations about teaching and learning should be promoted and links from theory to practice should be created. The reading list for the book club is appended, as well as a form for evaluating professional development activities. (JDD)

ED 360 290

SP 034 650

Krasnow, Maris H.

Waiting for Thursday: New Teachers Discover Teaching.

PUB DATE- Apr 93

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teacher Induction; \*Beginning Teachers;

Case Studies; Discovery Learning; Elementary Secondary

Education; \*Faculty Development; Higher Education; Inservice

Teacher Education; Mentors; \*Self Concept; \*Teacher Attitudes;

Teacher Education; Teacher Role

This paper focuses on the experiences of two cohorts of teachers who participated in a series of inservice workshops designed to

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Decision Making Skills; \*Educational Change;  
\*Educational Practices; Elementary Secondary Education;  
\*Faculty Development; Foreign Countries; \*Problem Solving;  
Questioning Techniques; Self Actualization; \*Self Evaluation  
(Individuals); Social Change  
IDENTIFIERS- \*Reflection Process; \*Reflective Teaching;  
Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet explores reflection, a form of problem solving in which one tries better to understand and solve problems or concerns of personal importance. The process helps teachers plan a self-guided examination of their own teaching practice in an environment where education and the society which shapes and is shaped by it are constantly changing. The guide includes an introduction and 10 chapters: (1) Reflective Teaching: A Vignette; (2) What Is Reflective Teaching? (3) What Reflective Teaching Is Not; (4) Topics for Reflection; (5) Reflective Teaching: What's in It for Me? (6) Organizers for Reflection; (7) Reflective Questioning; What Might It Look Like? (8) Getting Started; (9) Now That You Have Your Observations (a discussion of individual versus group reflection); and (10) Closing Thoughts...Looking Ahead. The guide concludes with reference and recommended reading lists. (LL)

ED 360 310

SP 034 713

Mills, Sheryl

F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12.

PUB DATE- 93

NOTE- 56p.; For other documents in this series, see SP 034 708-712.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Creative Development; Educational Practices;  
Elementary Secondary Education; Faculty Development; Foreign  
Countries; \*Imagery; \*Imagination; Instructional Materials;  
\*Learning Activities; \*Learning Strategies; Lesson Plans;  
Teaching Guides; \*Teaching Methods; Visualization

IDENTIFIERS- Saskatchewan

The documents in this series provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet explores focused imaging as a way to enhance student learning, describes the application of imagery to specific school curricula, and acts as a strategy teachers can use with students to help them learn more effectively and develop creativity by using their imaginations. The publication is organized into nine sections that provide explanation and exercises. The topics are: (1) a sample imaging experience; (2) What is focused imaging? (3) Why use focused imaging? (4) What does focused imaging look like? (5) What does focused imaging sound like; (6) preparing for focused imaging; (7) lesson planning; (8) teacher reflection; and (9) a focused imaging highlight sheet. Resource selections include general overviews of focused imaging, curriculum specific applications, script examples, background information, and starter ideas and

Essentially, the League conducts action research on action research. The League and its definition of schoolwide research are described. Some general tendencies that have been noted in the conduct of research among member schools are reviewed, as is support provided to members by the League. Successes and difficulties in the conduct of the League's research are reviewed, and reflections on the process are presented. Currently, the League includes 60 elementary and secondary schools, with university participation through the University of Georgia. The League is a network held together by common goals, among which are continued cycles of action research. An analysis of 47 action programs of member schools finds 4 areas of success in the collaborative efforts: (1) desirable process outcomes for staff; (2) desirable process outcomes for students; (3) desirable product outcomes for staff; and (4) desirable product outcomes for students. The League is aware that action research is hard work, but it is clear that member schools are recognizing its value and learning how to conduct it effectively. An appendix describes key activities and resources of the League. Contains 72 references. (SLD)

ED 360 328

TM 020 125

Baxter Magolda, Marcia B.

The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development.

PUB DATE- Apr 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Abstract Reasoning; Attitudes; College Graduates; College Students; Constructivism (Learning); Context Effect; \*Epistemology; Graduate Surveys; Higher Education; \*Individual Development; \*Interpersonal Relationship; \*Knowledge Level; Longitudinal Studies; \*Young Adults

IDENTIFIERS- \*Relational Learning

The roles of impersonal (or abstract) and relational (or connected) modes of knowing in the experiences of young adults were studied, and the ways the two converge are described in this report of the post-college phase of a 7-year longitudinal study of the epistemological development of college students, i.e., their assumptions about the limits, certainty, and criteria for knowing. The study group, initially 101 students, consisted of 53 students by the last phase. The experiences of participants suggest that contextual knowing is characterized by a complex interplay between relational and impersonal modes of knowing. This intertwining is clearest in contextual knowers' examples of situations in which the balance of the two was not present, and the situations resulted in lack of ability to connect with others in some cases and to maintain the separate self in others. The convergence of relational and impersonal modes of knowing holds implications for education on a number of levels. It provides empirical evidence for the argument that education needs to focus on advancing both modes of knowing and their integration. Collectively, the experiences of these contextual knowers suggest that effective education would emphasize the construction of knowledge, the importance of the knower in what is known, and the value of others' perspectives, and would offer direct practice with both types of knowledge. (SLD)

training/aiding tradeoffs. The use of the proposed framework and its component methods, tools, and models is illustrated by an analysis of a realistically complex example involving the design of a head-up display for use by truck drivers in long-haul transport. Results demonstrate that the tradeoff issue can be involved in other than an ad hoc manner. Research needed in predictive models, learning processes, and intelligent systems is reviewed. Four tables and nine figures illustrate the discussion. (SLD)

ED 360 347

TM 020 217

Kaufman, Judith S.

Mood and Memory Research: The Need for a More Wholistic Approach.

PUB DATE- Apr 93

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Associative Learning; Attitudes; \*Cognitive Processes; \*Constructivism (Learning); \*Emotional Response; \*Holistic Approach; Interaction; \*Memory; \*Moods; Research Needs; Research Problems; Self Concept

The interaction of emotion and cognition has received experimental attention, but the results have generally been weak and sometimes contradictory. Why this work on mood and memory has faltered is discussed, and a more holistic approach to the study of emotion and cognition is proposed. It is argued that a constructivist approach to memory may be more appropriate than currently used associational theories for exploring the interaction between cognition and emotion. The experimental approach is critiqued as incompatible for the study of emotion, and a constructive and holistic approach is advocated for research in this area. A conceptual framework based on current findings is used to suggest some potential directions for research. The three consistent themes that have emerged from work on mood congruent memory that can provide a starting point for investigation are: (1) the idea that emotion in any form represents a source of information or meaning for the individual; (2) that this meaning may be particularly salient under conditions of uncertainty; and (3) that emotional meaning will also be salient when the self is involved to some degree. (Contains 69 references.) (SLD)

ED 360 348

TM 020 223

Kirisci, Levent; Hsu, Tse-Chi

The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Simulation; Equations (Mathematics); \*Mathematical Models; \*Matrices; \*Multivariate Analysis; Sample Size; \*Statistical Distributions; \*Transformations (Mathematics)

IDENTIFIERS- \*Box Cox Transformations; Nonnormal Distributions;

A review of educational measurement journals indicates that the decade of the 1970s and up until about 1984 was the time when substantial numbers of studies dealt with criterion-referenced measurement, and the era in which criterion-referenced measurement advances were made. Although there appears to be less interest in publications today, a number of measurement advances can be traced directly to the conceptual paper of R. Glaser (1963) on the topic of criterion-referenced measurement. The following six areas are highlighted: (1) clarification in specifying performance outcomes; (2) improvements in item writing and increased emphasis on content validity; (3) new approaches to reliability and validity methods and proficiency estimation; (4) new and improved standard-setting methods; (5) increased emphasis on diagnosis, decision-making, and criterion-referenced interpretations; and (6) improved training of teachers in the area of assessment. Although less research is apparent in measurement journals, it is evident that the concept lives in the wealth of tests and measurement textbooks used today. Two figures illustrate the discussion (Contains 15 references.) (SLD)

ED 360 368

TM 020 272

Carlson, James E.  
Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Simulation; Correlation; Elementary Secondary Education; Factor Analysis; \*Mathematics Tests; Maximum Likelihood Statistics; Models; National Programs; \*Reading Tests; Sample Size; \*Scoring; Student Evaluation; Testing Programs; \*Test Items

IDENTIFIERS- Dichotomous Scoring; \*Dimensionality (Tests); LISREL Computer Program; \*National Assessment of Educational Progress; Polytomous Scoring; Residuals (Statistics)

In this article some results are presented relating to the dimensionality of instruments containing polytomously scored as well as dichotomously scored items, concentrating on the 1992 National Assessment of Educational Progress' (NAEP) mathematics and reading assessment data and several simulated datasets. The maximum likelihood factor analytic procedure of the LISREL 7 computer program was used. Results were evaluated through use of residuals from the fitted model. The square root of the mean squared residual was the statistic used. Overall sample sizes for mathematics were 1,125, 1,173, and 1,064 for grades 4, 8, and 12, respectively. For reading, the sizes were 1,169, 1,271, and 1,139 for each grade, respectively. Results suggest that the dimensionality of data structures in the NAEP assessment is generally not affected by the inclusion of polytomously scored items, but the data structures cannot be generalized to other situations. One reason is the size of the correlations among the scales of the NAEP, and another is the small number of conditions simulated in this study. In addition, the number of polytomously scored items was limited in the 1992 assessment. Eight tables present analysis results, and four figures illustrate the square roots of the mean squared residuals (Contains 32 references.) (SLD)

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Context Effect; \*Curriculum Evaluation; Educational Assessment; \*Educational Practices; Elementary Secondary Education; Ethnography; \*Learning Processes; Recreational Activities; \*Research Methodology; \*Underwater Diving

IDENTIFIERS- Learning Communities; \*Legitimate Peripheral Participation

The role of context in learning has taken on a new significance in recent research in that it might account for the "lost learning" that should result from the school experience, but which does not appear on normative assessments intended to measure learning in areas explicitly valued by society. A naturally occurring microworld, or pocket, in the social fabric is examined to look at the phenomenon of learning within a domain where bracketing is naturally afforded by the practices involved. Like traditional schooling, recreational scuba diving has its own formal curriculum and schooling, as well as an informal participation structure and communities of practice. Using a mix of research methods, largely ethnographic, the effectiveness of the formal diving curriculum and the Legitimate Peripheral Participation learning theory of J. Lave and E. Wenger (1992) are assessed to account for the participation patterns observed in recreational diving. Results are examined for implications in larger educational settings. Ten figures illustrate the discussion. (SLD)

ED 360 388

TM 020 396

Buechler, Mark

Performance Assessment. Policy Bulletin, No. PB-B13.

PUB DATE- Apr 92

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Accountability; Achievement Tests; Cost Effectiveness; \*Educational Assessment; Educational Improvement; Elementary Secondary Education; \*Multiple Choice Tests; \*Portfolios (Background Materials); School Restructuring; Scoring; Standardized Tests; Student Evaluation; Test Construction; Testing Problems; \*Test Use

IDENTIFIERS- \*Authentic Assessment; High Stakes Tests; \*Performance Based Evaluation

At the root of the performance assessment movement is fairly widespread dissatisfaction with high-stakes multiple-choice tests. Many critics of multiple-choice tests argue that to improve instruction, tests themselves will have to improve. Hundreds of schools around the country are already experimenting with performance assessments, and many states are also experimenting with performance assessment. The states farthest along the road to performance assessment are Connecticut and Vermont. Vermont is the first state to use portfolios as part of a statewide assessment program. Among the advantages of performance assessments are the authenticity of what they say about what is assessed, the ways in which they offer students genuine intellectual challenges, and the opportunity they offer for restructuring schools. Problems with performance assessments are recognized in the areas of scoring,

Literacy; Childhood Needs; Citizenship Education; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; \*Hispanic Americans; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; \*Spanish; Workbooks

**IDENTIFIERS- \*Language Minorities**

This guide for minority language parents whose primary language is Spanish presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Spanish exercises are provided. (SLD)

ED 360 406

UD 028 876

Holt, Grace D.

(Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer).

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 88

NOTE- 135p.; This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

LANGUAGE- Cambodian

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

**DESCRIPTORS- \*Acculturation; \*Adult Basic Education; Adult Literacy; \*Asian Americans; Cambodian; \*Cambodians; Childhood Needs; Citizenship Education; Daily Living Skills; Elementary Secondary Education; English (Second Language); Health Education; \*Limited English Speaking; Minority Groups; \*Parent Education; Parenting Skills; Parent School Relationship; Second Language Learning; Workbooks**

**IDENTIFIERS- \*Language Minorities**

This bilingual guide for Khmer-speaking parents presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children. In most instances, parallel English

socializing proteges regarding role requirements, expectations, and organizational imperatives. Findings seem to reinforce Blackwell's definition of a mentor, but do not identify any gender or race-specific functions of a mentor for these women. (SLD)

ED 360 426

UD 029 360

Wilcken, Lois

Middle Level Demonstration School, 1991-92. OREA Report.

PUB DATE- 7 Jul 92

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Educational Assessment;

\*Educational Environment; Interaction; Junior High Schools;

Junior High School Students; \*Middle Schools; Minority Groups;

\*Multicultural Education; Parent Participation; Program

Evaluation; Public Schools; School Districts; School

Restructuring; Secondary School Teachers; Student Attitudes;

\*Teaching Methods; Urban Schools; Whole Language Approach

IDENTIFIERS- Comprehensive Instructional Management System;

\*Demonstration Schools; Middle School Students; \*New York City Board of Education

The Middle Level Demonstration School of the New York City Public Schools, in operation since September 1991, is committed to creating a middle school in which both students and teachers are active participants in a supportive learning community characterized by high standards, mutual respect, and cooperation. Parents are seen as important members of the community and as valuable partners. In 1991-92 the school served 190 students in grades 5 through 7. Evaluation of the program focused on how the organizational structure, assessment practices, and school climate support the goal of an integrated and interactive approach to learning. Teachers agreed that instructional practices such as whole language, hands-on approaches, and the concepts and strategies of the Comprehensive Instructional Management System mathematics program support the interactive approach and have a positive effect on attitudes and skills of students. The use of multicultural themes is being instituted at the school, with six of the nine teachers attempting to incorporate multicultural education. Teachers characterized the overall climate as one of teamwork and mutual support. Recommendations are made for program improvement. (SLD)

ED 360 427

UD 029 361

Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96.

PUB DATE- 92

NOTE- 343p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- Alaska Natives; American Indians; \*Bilingual

Education; Black Education; Disadvantaged Youth; Educational

Improvement; \*Educational Quality; Elementary Secondary

Education; \*Magnet Schools; Mathematics Instruction; Mexican

Americans; \*Minority Groups; Preschool Education; Puerto

Ricans; Science Education; Track System (Education)



Wang, Margaret C.  
Effective School Responses to Student Diversity: Challenges and Prospects.

PUB DATE- 92

NOTE- 10p.; Reprinted from an Issue Brief on Special Education published October 1991 by the National Association of State Boards of Education.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Classification; \*Disabilities; \*Educational Change; Educational Discrimination; Educational Policy; Elementary School Students; Elementary Secondary Education; \*Equal Education; Futures (of Society); Multicultural Education; \*Nondiscriminatory Education; School Administration; Secondary School Students; \*Special Education; Special Needs Students; Stereotypes; \*Student Placement

IDENTIFIERS- Diversity (Student); \*Reform Efforts

Some of the major barriers to progress in special education reform are highlighted, and critical issues for improving the prospects of achieving equity in schooling success for all of the children in U.S. schools are discussed. Vignettes illustrate what new programs and policies for helping students might actually mean for the students and their families. One of the most significant problems in special education is the way in which students are classified and placed in special education programs, with the related problems of labeling and stereotyping. Once placement has been made, students often suffer from inescapable isolation. Achieving success in special education reform requires progress on policy, administration, and programing. A first step should be eliminating the inherent disincentives in current funding. On an administrative level, it is crucial to empower building-level administrators and staff to assemble resources they need. From a programmatic point of view, special education must be understood in terms of the whole education enterprise. The vignettes suggested for the year 2000 represent better acknowledgment of and response to student diversity and better coordination among providers of education and services. (SLD)

ED 360 447

UD 029 402

Baker, Gwendolyn C.  
Planning and Organizing for Multicultural Instruction. Second Edition.

PUB DATE- 93

NOTE- 372p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Cultural Awareness; \*Curriculum Development; \*Educational Planning; Educational Practices; Elementary Secondary Education; Higher Education; Language Arts; Mathematics Instruction; \*Multicultural Education; Music; \*Organization; Science Instruction; Social Studies; Teacher Education; \*Teaching Methods

This book presents a conceptual approach to multicultural

1993). For related paper, see SP 034 546.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Graduate Surveys; Higher Education; \*Informal Leadership; Principals; Schools of Education; Self Evaluation (Individuals); Teacher Administrator Relationship; \*Teacher Attitudes; \*Teacher Characteristics; Teacher Evaluation; \*Teacher Role; Teaching (Occupation); Teaching Experience

IDENTIFIERS- Austin College TX; Drake University IA; Oakland University MI; \*Outstanding Teachers; Texas A and M University; University of Florida; University of Kansas Lawrence; University of Nebraska Lincoln; University of New Hampshire; University of Rhode Island; University of Vermont; University of Virginia

This paper reports on a comprehensive survey of 1400 recent graduates of 11 teacher preparation institutions and nearly 500 principals who supervise them in their new teaching jobs and discusses data concerning leadership and collegial sharing of knowledge. The discussion of results focuses on two parts of the survey questionnaire: graduates' perceptions of themselves as leaders or change agents in their schools, and an open-ended question on the graduates' perceptions of how they "stand out" from their teacher-peers. Analysis of responses suggests that: (1) graduates of the 11 institutions were less willing to describe themselves as leaders or change agents than were the principals with whom they work; (2) graduates who have been teaching for 4 or 5 years perceive themselves to be functioning as leaders more often than their counterparts who have been teaching for 1 to 3 years, but still reported a low incidence of what they considered leadership behavior; (3) informal leadership behaviors were reported more often than traditional teacher-leader roles; (4) graduates described themselves as "standing out" among their teacher peers because they loved, cared about, and related well to children, tried new ideas and strategies in the classroom, had excellent rapport with colleagues, parents, and administrators, and were enthusiastic about teaching. (LL)

ED 360 272

SP 034 546

Andrew, Michael D.; Schwab, Richard L.

An Outcome Assessment of Graduates of Eleven Teacher Education Programs.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related paper, see SP 034 543.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- College Outcomes Assessment; Comparative Analysis; Consortia; Elementary Secondary Education; Graduate Surveys; Higher Education; Principals; \*Program Effectiveness; Schools of Education; Self Evaluation (Individuals); \*Teacher Attitudes; Teacher Behavior; \*Teacher Education Programs; \*Teacher Effectiveness; Teacher Evaluation; \*Teacher Persistence; Teaching (Occupation)

IDENTIFIERS- Austin College TX; Drake University IA; Oakland University MI; Texas A and M University; University of Florida; University of Kansas Lawrence; University of Nebraska Lincoln;

provide instruction and support for novice teachers. A case study approach is used to describe their changed perceptions and beliefs about teachers, teaching, and students during the first year of teaching. The teachers' views were examined in December of their first year and again in the following May. Their views are analyzed in terms of the roles of the teacher as carer for and nurturer of children, manager and controller, collaborator and learner, and in terms of the time-consuming nature of teaching and the teachers' sense of self. Data reveal that first-year teachers were imbued with feelings of self-doubt, insecurity, and aloneness. The most important factor that contributed to their growth as teachers was their development of a strong sense of self. The paper concludes that novice teachers' focus on sense of self is a necessary part of learning to become a teacher, and their sense of self and their sense of their students evolved simultaneously. Implications for mentorship programs and teacher education programs are discussed. (Contains 37 references.) (JDD)

ED 360 291

SP 034 651

Williams, Susan E.

Effect of Teacher Involvement in Implementation of an Innovation.  
PUB DATE- 14 Apr 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Calculators; \*Curriculum Development; Educational Innovation; Junior High Schools; \*Mathematics Curriculum; Middle Schools; Secondary School Mathematics; Secondary School Teachers; \*Teacher Attitudes; \*Teacher Participation

This study investigated the effect of teacher involvement in the development of calculator mathematics curriculum on the implementation of calculators in the classroom. Forty-five middle school mathematics teachers served as subjects. Findings revealed that teachers involved in curriculum development were observed significantly more often than those not involved in curriculum development to: explain the relationship between calculator and paper-and-pencil algorithm, stress the use of the calculator as a "time-saver," stress use of the calculator as a problem-solving tool, and initiate use of calculators in the classroom. Neither teacher attitude nor teacher involvement affected the overall quantity of student calculator use. In classrooms of teachers who were involved in curriculum development, students were observed more often than students in classes of other teachers to use calculators for exploration and induction activities, solving routine word problems, and self-checking and verifying answers. Findings indicate that classroom calculator implementation differences are not primarily the result of teacher attitude toward calculators. (Contains 17 references.) (JDD)

ED 360 292

SP 034 652

Kelchtermans, Geert; Vandenberghe, Roland

A Teacher Is a Teacher Is a Teacher Is a...: Teachers'

Professional Development from a Biographical Perspective.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

inspiration. Appendices provide relaxation ideas, lesson plan samples, and a sample of script completion. (LL)

ED 360 311

SP 034 721

Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies.

SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA.  
Div. of Adolescent and School Health.

PUB DATE- 92

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Classrooms; Educational Practices; Elementary Secondary Education; \*Health Education; Health Promotion; \*Observational Learning; Policy Formation; Program Content; \*Program Effectiveness; Program Evaluation; Public Schools; \*School Activities; School Districts; State Departments of Education

IDENTIFIERS- \*Comprehensive School Health Programs; Site Visits  
In 1987, the Council of Chief State School Officers (CCSSO)

initiated a Human Immunodeficiency Virus (HIV) Education Project to enhance the capacity of state education agencies to assist local education agencies and schools in implementing effective HIV education within a framework of a comprehensive school health program. This publication, the result of school site visits conducted by CCSSO project staff during 1989 and 1990, reports on a number of schools' HIV prevention programs. Lessons about effective HIV education programs and what promotes learning were derived from classroom observations of promising HIV education programs. Following an introduction, the document offers recommendations intended to inform state efforts for enhancing students' healthy development and academic performance based on suggestions of administrators, faculty, and students who were interviewed during site visits. The main body of the document consists of a section titled "Common Elements of Promising Programs" and an appendix highlighting schools visited and the status of HIV and health in their districts. A list of 31 resources and 21 references are included. (LL)

ED 360 312

SP 034 722

Rollins, Billie; Campbell, Eugene

Alternative Teacher Program. Report to the General Assembly 1992-93.

PUB DATE- Jan 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; \*Alternative Teacher Certification; \*Apprenticeships; Beginning Teachers; College Graduates; Elementary Secondary Education; Inservice Teacher Education; \*Mentors; \*Nontraditional Education; Postsecondary Education; Program Administration; \*Program Development; Program Effectiveness; \*Program Implementation; Teacher Employment

This report describes the Colorado Alternative Teacher Program, mandated by the state, that enables individuals with bachelor's degrees to enter approved alternative teacher certification

Andrada, Gilbert N.; Linden, Kathryn W.

Effects of Two Testing Conditions on Classroom Achievement:

Traditional In-Class versus Experimental Take-Home Conditions.

PUB DATE- Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Class Activities; Classroom Techniques; Cognitive Processes; \*College Students; Comparative Testing; Higher Education; \*Objective Tests; Psychometrics; Test Construction; \*Testing Problems; Test Items; Test Reliability; \*Test Validity; \*Thinking Skills

IDENTIFIERS- Blooms Taxonomy; \*Take Home Tests

The psychometric properties of objective tests administered in two testing conditions were compared, using an experimental take-home testing condition and a traditional in-class testing condition. Subjects were 290 college students in a basic educational psychology course who took a test developed and tested the previous semester. Two equivalent 30-item tests (Form A and Form B) were randomly distributed. Students in Group 1 (n=141) took Form A in the in-class testing condition and Form B in the take-home testing condition. Students in Group 2 (n=149) took Form B in class and Form A at home. Results indicate that carefully constructed objective tests designed to measure higher-order thinking can function effectively under take-home conditions. Test items in the three taxonomic classifications (based on the Taxonomy of Cognitive Objectives of B. Bloom, 1956) did not have differential impacts on the test in the two conditions. Most student-reported variables had no influence on test performance. The psychometric properties of a test can remain intact even when students have ample time and course materials available provided that higher-order thinking skills are being measured. Seven tables present study findings. (SLD)

Lim, Tock Keng

Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cognitive Ability; Developmental Stages; \*Factor Structure; Females; Foreign Countries; Formal Operations; Grade 9; High Schools; \*High School Students; Intelligence; \*Intelligence Differences; Males; Models; \*Piagetian Theory; \*Sex Differences; Spatial Ability; Verbal Ability

IDENTIFIERS- AM4 Group Test of General Intelligence; Arlin Test of Formal Reasoning; \*Confirmatory Factor Analysis; Raven Advanced Progressive Matrices; Singapore Confirmatory Factor Analysis was used to test first- and second-

\*Power (Statistics)

Most of the multivariate statistical techniques rely on the assumption of multivariate normality. The effects of non-normality on multivariate tests are assumed to be negligible when variance-covariance matrices and sample sizes are equal. Therefore, in practice, investigators do not usually attempt to remove non-normality. In this simulation study, the effects of non-normality on skewed multivariate data in terms of power were examined by manipulating the factors such as distribution, sample size, number of variables, and variance-covariance matrix. The number of replications was set to 500, and sample sizes of 10, 15, and 20 were used, with 2 sets of variables, and 2 variance-covariance matrices. The multivariate Box-Cox transformation was applied to remove non-normality. The power of multivariate analysis of variance (MANOVA) was then calculated after the transformation. The results were compared with the power calculated before the multivariate Box-Cox transformation was applied. In conclusion, even when variance-covariance matrices and sample sizes were equal, small to moderate increases in power were observed. (Author/SLD)

ED 360 349

TM 020 229

Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992).

PUB DATE- 15 Jan 92

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Adolescents; \*Community Programs; Conferences;

\*Disadvantaged Youth; Elementary Secondary Education;

Evaluation Methods; \*High Risk Students; Models; Philanthropic Foundations; \*Program Evaluation

IDENTIFIERS- Carnegie Council on Adolescent Development; \*Youth Development Program; Youth Opportunity Program

In 1990, the Carnegie Council on Adolescent Development convened a Task Force to guide the work on a new Project on Youth Development and Community Programs. The major goals of this project are to expand the scope and availability of developmentally appropriate, community-based services for young adolescents, particularly those in high-risk environments. Two of the specific mandates of the project were related to the evaluation of youth programs. On January 15, 1991, a one-day consultation was held to assess the current challenges and successes of youth organizations as they work to evaluate their programs and to make recommendations for strengthening program evaluation efforts. This document contains: (1) a summary of the meeting; (2) a roster of the approximately 20 participants (Appendix A); (3) a summary of their written answers to questions (Appendix B); (4) a summary of the state of program evaluation within 19 selected national youth organizations (Appendix C); (5) summaries of 3 selected articles included in the briefing report preparing participants for the meeting (Appendix D); and (6) a bibliography of 22 sources on evaluation of youth development programs (Appendix E). (SLD)

ED 360 350

TM 020 230

Ford, J. Kevin; Sego, Douglas

Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, TX.

Johnson, William L.; And Others  
Developing an Administrative Assessment Instrument.

PUB DATE- 18 May 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Evaluation; Content Validity;  
\*Continuing Education; Educational Cooperation; Educational  
Planning; Elementary Secondary Education; Factor Analysis;  
\*Likert Scales; \*Needs Assessment; Principals; Problem Solving;  
Questionnaires; School Administration; Staff Development; \*Test  
Construction; Test Reliability

IDENTIFIERS- \*Discrepancy Measure

The development of a needs instrument designed to assess the continuing education needs of school administrators is described. The instrument was constructed to assess the administrators' continuing needs in: (1) principalship; (2) the school as a system; (3) problem solving; (4) staff development; (5) collaborative long-range planning; (6) short-term planning; and (7) personal awareness. Thirty-eight questions for the assessment were written using a standard domain sampling model, and the revised questions were made into a questionnaire using a Likert discrepancy model. Respondents rated statements on a five-point scale of perception of the degree to which the situation actually exists and perception of the extent to which it is desired to exist. The discrepancy between the two scale values is referred to as the need index. Content validity was established through factor analysis with a sample of 191 school administrators. Reliability measures indicate that the instrument can be used for group assessment. Items for the survey are listed, and two tables present the varimax rotated factor matrix for the two instrument columns (Contains 34 references.) (SLD)

Ferrell, Charlotte M.; Ferguson, William F.  
Assessing Graduate Education Students' Propensity toward Academic Misconduct.

PUB DATE- Apr 93

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Problems; \*Cheating; Doctoral Degrees;  
\*Education Majors; Elementary School Teachers; \*Ethics; Factor Analysis; \*Graduate Students; Higher Education; \*Integrity;  
Masters Degrees; \*Moral Values; Secondary School Teachers;  
Student Attitudes; \*Teacher Responsibility

IDENTIFIERS- \*Academic Misconduct; Academic Misconduct Survey

Researchers have often noted the desirability of investigating the incidence of academic misconduct of college students who will be in employment fields requiring a high level of competence and/or a high level of personal integrity, such as elementary school and secondary school teachers. The Academic Misconduct Survey (AMS) developed by Charlotte M. Ferrell (1992) was studied as a way of distinguishing groups of

validity, instruction versus accountability, time constraints and teacher resistance, and cost. Those who decide to explore performance assessments can benefit from the experience of those who have already worked in this area. A supplement lists 27 resources for those interested in performance assessment, as well as organizations active in the field and state contact people. (SLD)

ED 360 389

TM 020 417

Davis, Celestine, Ed.; Sonnenberg, Bill, Ed.  
Programs and Plans of the National Center for Education  
Statistics, 1993 Edition.

PUB DATE- May 93

NOTE- 147p.; For the 1990 and 1991 editions, see ED 322 224 and  
Ed 339 739.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Role; \*Databases; Educational Assessment;  
\*Educational Research; Elementary Secondary Education;  
\*Government Role; Library Statistics; Longitudinal Studies;  
National Programs; National Surveys; Postsecondary Education;  
Program Design; \*Program Development; Research Design;  
\*Research Projects; Statistical Data; Vocational Education

IDENTIFIERS- Common Core of Data Program; Educational  
Information; High School and Beyond (NCES); Integrated  
Postsecondary Education Data System; National Assessment of  
Educational Progress; \*National Center for Education  
Statistics; National Longitudinal Study High School Class 1972

This is the third periodic report on the programs and plans of the National Center for Education Statistics (NCES). The challenge facing the NCES is to collect and analyze data that track the growth and change in educational experience in the United States. Current programs toward this goal, future plans, and major publications of the NCES are described. In addition to updating the descriptions of traditional standard data collections, such as the Common Core of Data (CCD) and the Integrated Postsecondary Education Data System (IPEDS), this edition focuses on some of the NCES's new and innovative work. The availability of data sets, including the CCD and IPEDS databases, in electronic, machine readable format is highlighted. The work of the NCES is described in the following sections: (1) elementary and secondary education; (2) postsecondary education; (3) educational assessment; (4) national longitudinal studies; (5) vocational education; (6) library statistics program; and (7) annual publications. Each section describes the studies and surveys conducted in each respective area, with plans, selected publications, and the data collection calendar for work in the area. (SLD)

ED 360 390

TM 020 418

Analysis of Major Outcome Indicators for Middle Grade Students in  
the New Orleans Public Schools.

PUB DATE- 10 May 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Achievement Tests; Dropout  
Prevention; Dropouts; Educationally Disadvantaged; Grade 6;  
Grade 7; Grade 8; Grade Repetition; \*High Risk Students;  
Intermediate Grades; Junior High Schools; \*Junior High School



and Khmer exercises are provided. (SLD)

ED 360 407

UD 028 926

Kohl, Herbert

I Won't Learn from You! The Role of Assent in Learning. Thistle  
Series of Essays.

SPONS. AGENCY- National Association of Self-Instructional  
Language Programs.

PUB DATE- 91

NOTE- 49p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Academic Achievement; \*Academic Failure; \*Coping;  
Disadvantaged Youth; \*Educational Discrimination; Educationally  
Disadvantaged; Elementary Secondary Education; Equal Education;  
\*High Risk Students; \*Learning; Low Achievement; Outcomes of  
Education; Racial Discrimination; Sex Discrimination; \*Student  
Motivation; Student Reaction

Recognizing that all learning must on some level be voluntary,  
the author draws on his experiences as an educator to explore  
not-learning as distinct from failure. The refusal to learn can  
be a reaction to the conditions of schooling, which many  
learners, particularly those from poor and disadvantaged  
backgrounds, find irrelevant at best or actually inimical. Not-  
learning can be a defense, in fact, an intelligent defense,  
against school systems that represent a hostile society. Not-  
learning and unlearning are both central techniques that  
support changes of consciousness and help people develop  
positive ways of thinking and acting in opposition to dominant  
forms of oppression. Not-learning can represent a healthy  
response to racism, sexism, and other forms of bias. For many  
students, the only alternative to not-learning is confronting  
social, sexual, and economic oppression in the schools and in  
society. (SLD)

ED 360 408

UD 029 105

Czech, Christopher

Civil Rights Movement and the 1990s: Racism and the African-  
American Population.

PUB DATE- 92

NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Black History; \*Civil Rights; Course Content;  
\*Curriculum Development; Evaluation Methods; Grade 10; High  
Schools; \*High School Students; Human Relations; \*Racial  
Discrimination; Racial Relations; Secondary School Curriculum;  
Social Problems; Social Studies; United States History; Urban  
Areas

IDENTIFIERS- \*African Americans; \*Social Movements

A plan is presented for a curriculum that shows how African  
Americans have been left out of decision making, stereotyped  
negatively, and denied resources. The project is intended to be  
a base for future studies of human relations issues in order to  
understand how society operates. Using the contexts of the  
1960s and the 1990s, the power structures of American society  
are clarified. The curriculum is designed for a high school  
social studies classroom, typically a 10th grade studying U.S.  
history. Topics for the 9 days of study are: (1) racism; (2)

This report on the education of minorities results from policy research projects conducted at the Lyndon B. Johnson School of Public Affairs at Texas University (Austin) as part of the Quality Education for Minorities project to provide background research for development of a national action plan on improving the quality of education for Alaska native, American Indian, Black American, Mexican American, and Puerto Rican students. The following papers are presented as chapters: (1) "Education for Minorities and the National Interest" (R. Marshall); (2) "Parent-Child Interventions for Children Age Zero to Three: The Role of the States" (S. J. Means); (3) "Neither Equitable nor Excellent: The Effects of Tracking on Minority Students" (F. Mecca); (4) "Everyone Can Learn Math" (R. M. Nielsen); (5) "Mathematics and Science Education: Reclaiming Minorities at the Elementary School Level" (D. T. Garza); (6) "Assessment and Referral of Hispanic Bilingual Special Education Students: A Growing Controversy" (C. C. Talkington); (7) "Magnet Schools: A Quality Alternative" (E. Fonken); (8) "Magnet Schools for Disadvantaged Students in Texas" (J. Cano); (9) "Performance-Based Funding for Schools: A Practical and Feasible Alternative" (D. M. Marchick); (10) "Choice in Minnesota: Open Enrollment as a Means of Educational Reform" (J. S. Wicinski); (11) "Coordinating Social Services: The Role of Schools" (J. M. Ehrlich); (12) "The Potential Impact of Restructuring on the Education of Minorities: The Miami Experience" (B. Rungeling); (13) "The Use of High-School Vocational Counseling To Help Students Choose and Implement Career Choices" (S. L. Holland); (14) "Improving the School-to-Work Transition of Minority Youths" (R. W. Glover); and (15) "Effective Strategies for the Recruitment and Development of Black Faculty at Four-Year Institutions of Higher Education" (R. Pickering). One figure and 21 tables illustrate the essays. Contains 454 references. (SLD)

ED 360 428

UD 029 362

Grannis, Joseph C.  
Educational Reforms for At-Risk Students. New York City Case Study.

PUB DATE- 92

NOTE- 91p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Case Studies; Disadvantaged Youth; Dropout Prevention; Dropout Research; \*Dropouts; \*Educational Change; \*High Risk Students; High Schools; High School Students; Junior High Schools; Junior High School Students; Longitudinal Studies; Middle Schools; Outcomes of Education; Program Evaluation; Program Improvement; \*Secondary School Teachers; \*Urban Schools

IDENTIFIERS- Dropout Prevention Program; Middle School Students; \*New York City Board of Education; \*Reform Efforts

The story of the Dropout Prevention Initiative (DPI) of the New York City Schools illuminates the obstacles, incentives, and inventions that can come into play in a large city school system's effort to strengthen its effectiveness for at-risk students. The Board of Education commissioned an external evaluation of the DPI in 13 comprehensive high schools and 29 feeder middle schools. Data were collected through observation, interviews with staff, student and staff surveys, reviews of information provided by the Board of Education, and a longitudinal study of student outcomes for three cohorts of

education, with practical suggestions for achieving education that is multicultural throughout every facet of its structure and process. A step-by-step method is offered for developing a multicultural curriculum, and various teaching strategies and techniques applicable to classroom situations are discussed. These methods cover all content areas, including specific advice for art, language arts, mathematics, music, science, and social studies. The rationale for the necessity of multicultural education is also discussed. The book can be used as a textbook for undergraduate or graduate students as well as a reference for inservice teachers. Chapter 4 contains a practical model for preparing teachers to teach. (SLD)

ED 360 448

UD 029 403

Losing Generations: Adolescents in High-Risk Settings.

PUB DATE- 93

NOTE- 291p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; \*Adolescents; Community Influence; \*Disadvantaged Youth; \*Economically Disadvantaged; Educational Practices; Education Work Relationship; Family Income; Grade Repetition; \*High Risk Students; Low Income Groups; Public Policy; Secondary Education; Secondary School Students; \*Social Problems; Urban Culture; Urban Schools; \*Urban Youth

By focusing on the settings and environments in which high-risk young people are living, this book fixes responsibility on society as a whole. High-risk settings do not just happen, but are the result of public policies and national choices. The Panel on High-Risk Youth of the National Research Council attempts to clarify forces tearing apart critical institutions in the lives of adolescents. Among the factors shaping the settings in which adolescents live, family income is perhaps the most critical. A severe decline in economic security is accompanied by an increase in single-parent households and reduced time parents can spend with children. The child welfare system and foster care are failing to provide a safety net. Neighborhoods are not the sources of support they should be, health systems and social services are not adequate, and traditional education practices contribute to high rates of failure for low-achieving students. Tracking and retaining students in grade, the historic means of addressing low achievement, are demonstrably not succeeding. School systems often compound the problems of students, and then the transition to work is not facilitated, and has not been supported, by adequate vocational education. The role of the juvenile justice system is also outlined. Suggestions are made for improving societal conditions and educational practices, and for improved social science and educational research. (SLD)

ED 360 449

UD 029 404

Brunner, Ilse; Hopfenberg, Wendy

Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.

PUB DATE- Dec 92

NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

University of New Hampshire; University of Rhode Island;  
University of Vermont; University of Virginia

This paper reports on a follow-up study of teacher education program graduates that was conducted by a consortium of 11 universities to gain evidence of their students' performance, to determine the effectiveness of their programs, and to compare graduates of 4-year and 5-year teacher education programs. Two instruments were developed and distributed. The first, a survey, was completed by 1,390 graduates and included entry and retention data, self-reports of attitude toward teaching, preferred methods of teaching, and leadership behaviors; the second, a teacher effectiveness survey, provided principals' (N=481) evaluations of teaching performance. Results include: (1) graduates of extended programs enter teaching at significantly higher rates and show higher rates of retention than do graduates of 4-year programs; (2) great program variation exists among institutions; (3) there are outstanding programs of many types in teacher education; (4) certain institutions produce graduates who stand out in certain outcome areas; and (4) institutions can learn from each other how better to prepare teachers. (Contains 15 references.) (LL)

ED 360 273

SP 034 581

The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990).

SPONS. AGENCY- American Academy of Pediatrics, Elk Grove Village, IL.; American Association of Colleges for Teacher Education, Washington, D.C.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- Mar 90

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Agency Cooperation; At Risk Persons; \*Child Health; \*Delivery Systems; Educational Change; \*Educational Policy; Educational Practices; Elementary School Students; Elementary Secondary Education; Family Programs; Health Promotion; \*Partnerships in Education; \*Public Policy; Secondary School Students; Social Change

IDENTIFIERS- \*Integrated Services

This document reports on a symposium that was held to begin to shape a national policy on delivery of services to children at risk and their families, and to develop guidelines for future collaborative efforts between representatives from the health and education professional communities. The symposium explored innovative ways to integrate and enhance the delivery of services. The symposium was opened with a keynote address by former U.S. Surgeon General, Dr. C. Everett Koop, which charged that existing service delivery systems do not function in ways that cherish and provide for children and their families. Symposium participants cited social changes impacting on service providers, such as the rise of poverty, homelessness, teenage parents, and substance abuse. Efforts toward collaborative service delivery were viewed as resulting in greater cooperation but falling short of creating the attitudinal and systemic changes necessary. Issues in service provision include determining which children and families should be the focus of future efforts, expanding and replicating successful integrated service delivery approaches,

1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Biographies; \*Career Development; Elementary Education; Foreign Countries; Motivation; \*Professional Development; \*Self Concept; Self Evaluation (Individuals); Teacher Attitudes; Teacher Role; \*Teaching Experience

IDENTIFIERS- Belgium

The main aim of this project was to understand teachers' professional development by reconstructing their career experiences. The study examined the ways in which 10 experienced primary school teachers from 4 different Flemish schools experienced their careers, focusing on the personal perception and the subjective meaning of these experiences. Data were analyzed in two steps: (1) vertical analysis, which imposed a fixed structure to each teacher's data concerning formal career, professional biography, professional self, and subjective educational theory; and (2) horizontal analysis, which identified commonalities, differences, and patterns among the data from all respondents. The analysis examined teachers' self-image, self-esteem, job motivation, task perception, and future perspective. Recurring themes included teachers' perceived vulnerability and their need to cope with the limitations of their impact on pupils' results. The paper concludes that the study showed the usefulness of the biographical perspective for a better understanding of why teachers act the way they do. However, teachers' stimulated reflection on their career and personal development did not automatically change or improve their teaching practice. (Contains 51 references.) (JDD)

ED 360 293

SP 034 654

Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311.

PUB DATE- Mar 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Communicable Diseases; Elementary Secondary Education; Government Employees; Hazardous Materials; Health Promotion; Immunization Programs; Medical Services; \*Occupational Safety and Health; Program Implementation; Public Schools; Safety Equipment; \*School Districts; \*State Legislation; \*State Programs; \*State Standards; Wastes

IDENTIFIERS- \*Blood Disorders; Hepatitis; Wisconsin

This document is intended to assist local school districts in complying with the Wisconsin Department of Industry, Labor and Human Relations (DILHR) Health and Safety Standard. Following an overview of the plan, the guide is organized into six chapters: (1) "Exposure Determination" discusses job classifications, tasks, and procedures; (2) "Methods of Compliance" concentrates on universal precautions, engineering and work practice controls, and personal protective equipment; (3) "Hepatitis B Vaccination" addresses employees who are or are not first aid providers; (4) "Post-Exposure Evaluation and Follow-up" covers exposure incident and medical follow-up, information for health care professionals, and follow-up

programs developed by school districts, boards of cooperative services, independent schools, and institutions of higher education. The Colorado Department of Education issues a one-year alternative certificate when an approved candidate is employed. The certificate enables the individual to be employed as a teacher and to participate in the school-based experience under the supervision of a master/mentor teacher, building principal, and representative of an approved institution of higher education. During the 1-year training and supervision program, the teacher completes 225 clock hours of professional preparation. Alternative teachers who complete the program are issued a standard general teacher certificate valid for 5 years and renewable. The report provides a framework for examining: program development; site-based training organizations; the 44 alternative teachers employed in approved alternative programs for the 1992-93 school year; and information concerning the program's operation for the 1992-93 school year. The document concludes with a discussion of concerns identified by the Colorado State Department of Education with respect to the program's future. (LL)

ED 360 313

SP 034 774

Gray, Lucinda; And Others

New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 93

NOTE- 86p.; For 1987 survey report, see ED 324 368.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Bachelors Degrees; \*Beginning Teachers; \*College Graduates; \*Education Majors; Elementary Secondary Education; Graduate Surveys; Masters Degrees; National Surveys; Teacher Certification; \*Teacher Characteristics; \*Teacher Employment; Teacher Salaries; Teacher Supply and Demand; Teaching (Occupation)

IDENTIFIERS- \*New Teachers; Recent College Graduates Study 1987 (NCES); \*Recent College Graduates Study 1991 (NCES)

This report on the supply of newly qualified teachers (NQTs) is based primarily on data from the Recent College Graduates (RCG) study of 1991. The survey, which was originally designed to provide information on NQTs alone, was expanded to cover graduates in all major fields of study; however, it continues to emphasize graduates qualified to teach at the elementary or secondary school level. It focuses on the number, characteristics, and teaching status of NQTs who were defined as college graduates receiving a bachelor's or master's degree between July 1, 1989, and June 30, 1990; who became eligible or certified to teach during that same period; and who had not been employed as teachers before receiving their degree. The number of NQTs who graduated from the nation's colleges and universities increased from 126,200 in 1986 to 140,500; the number at the master's level decreased by 1,000. Of the NQTs in 1991, 71 percent were female. Among NQTs, about 50 percent had a grade point average of 3.25 or above, compared to 42 percent of other bachelor's degree recipients. Fifty-nine percent of the NQTs had majored in education, about the same as the percentage in 1987 (57 percent). One year after graduation, 91 percent of the NQTs were employed, 73 percent full-time. The average annual salary for NQTs who were employed full time was

order factor models on cognitive abilities and their invariance across male and female samples. Subjects were a stratified random sample of 234 male and 225 female 15-year-old students in Singapore attending Secondary 3 (the equivalent of grade 9). Four first-order factors were found underlying the 23 subtest scores of 2 group intelligence tests, the AH(sub 4) Test of Intelligence and the Advanced Progressive Matrices, and 2 group Piagetian tests, Science Reasoning Tasks and the Arlin Test of Formal Reasoning. Slight differences found in the formal operations, spatial, numerical, and verbal factors of the male and female groups suggest some gender-related differences in these factors. There were two alternative second-order general factor models for the male group, one with three first-order factors and the other with four first-order factors. Only a general factor model with three first-order factors could fit the data of the female sample. This female group model contains some differences in the loading of the formal operations and spatial factors, when compared with that of the male group. Eight tables present study findings. (Author/SLD)

ED 360 331

TM 020 128

Cizek, Gregory J.

Home Education Research: On the Right Road?

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- els for the male group, one wit

factors and the other with four first-order factors, Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Practices; \*Educational Research; Educational Theories; Elementary Secondary Education; \*Home Schooling; Models; Nontraditional Education; Parents as Teachers; Private Education; Religious Cultural Groups; Research Design; \*Researchers; \*Research Methodology; Research Problems; Surveys; Theory Practice Relationship

A set of concerns related to home education that is infrequently studied, namely, the content and direction of research in education, is examined. Issues surrounding home education have not been given adequate attention. A sample of home education researchers was gathered by compiling a list of authors who had published in the "Home School Researcher." Nineteen of 23 surveyed authors responded with information about themselves and their research. Survey responses indicate that research on home education is being conducted by a fairly diverse group of researchers, most of whom are in education-related occupations. About half of the researchers had not engaged in home education themselves. Much of the research on home education appears to be descriptive rather than experimental or quasi-experimental. No framework exists to unite the efforts of home education researchers. Nearly half of the researchers indicated that they did not maintain an interest in home education research, but those who did suggested several directions for the field. Broad findings demonstrate that researchers in the area can benefit from a critical analysis of practice, models, and perspective. Two tables summarize characteristics of home education researchers and methodology and sampling characteristics. (SLD)

ED 360 332

TM 020 129

Training Systems Div.

PUB DATE- Nov 90

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Concept Formation; \*Educational Assessment; Educational Change; \*Evaluation Methods; Job Skills; \*Job Training; Military Personnel; \*Military Training; Models; \*Needs Assessment; Performance; Relevance (Education); Young Adults

IDENTIFIERS- \*Training Needs

A critical linkage in training systems is the translation of training evaluation information for reassessing training needs and for making training program changes. This paper presents the development of a conceptual framework for examining the job relevancy and efficiency of training and the linkage for this evaluative information to training needs reassessment. How to integrate job performance information into the existing training evaluation system for identifying over- and undertrained tasks is also described. The Aerospace Ground Equipment (AGE) (AFS423X5) Technical Training Program is used as a case analysis for this report. Recommendations for future research to identify the content domain of an Airman Basic-in-Residence (ABR) Training program and to integrate performance information into the evaluation system are presented. (Author)

ED 360 351

TM 020 231

Steuck, Kurt; Fleming, J. L.

Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues.

Interim Technical Paper for Period August 1988-December 1989.

PUB DATE- May 90

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Classification; \*Cost Effectiveness; \*Evaluation Methods; \*Experiments; Field Tests; Measurement Techniques; Military Training; Research Design; \*Research Methodology

IDENTIFIERS- \*Intelligent Tutoring Systems; Life Cycle System Management Model

This paper posits a taxonomy for categorizing issues that arise in the evaluation of Intelligent Tutoring Systems (ITSs). The taxonomy has three dimensions: Life Cycle of Evaluation, Research Issues, and Methodological Issues. The Life Cycle dimension has four levels: pre-experimental, laboratory study, field study, and initial operational test and evaluation. The three levels of the Research Issues dimension--functionality, effectiveness, and cost--are subsequently further divided into several sublevels. The Methodological Issues dimension is discussed in the context of each of the Research Issues levels. A recommendation from this work is that ITS evaluation studies should adopt multi-dimensional, multi-method designs. (Author)

ED 360 352

TM 020 232

National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.

PUB DATE- Aug 90

NOTE- 4p.; For the larger report, see ED 322 221.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)



graduate education students relative to their propensity for various forms of misconduct (including cheating on tests and assignments, use of illegal resources, quasi-misconduct, subtle manipulation, and bold manipulation). Forty-one graduate students in master's and doctoral degree programs at a southern university completed the instrument. Separate principal components Q-technique factor analytic procedures were conducted with data from master's (n=20) and doctoral (n=21) cohorts. These analyses indicate that subjects' responses to the AMS items serve as an effective means of distinguishing clusters of individuals relative to the academic misconduct constructs measured by the instrument. Person factors that emerged share many of the same characteristics. Findings confirm those of Ferrell (1992) using a different data collection technique and item stem. Appendix A lists the factors and Appendix B is the data sheet. Five tables present study findings. (Contains 50 references.) (SLD)

ED 360 371

TM 020 275

Ingels, Steven J.; Scott, Leslie A.  
Exclusion of Students with Barriers to Participation in NELS:88--  
Baseline Excluded Students Two and Four Years Later.  
SPONS. AGENCY- National Center for Education Statistics (ED),  
Washington, DC.  
PUB DATE- Apr 93  
NOTE- 19p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attendance; \*Data Collection; Eligibility; \*Followup  
Studies; Grade 8; Junior High Schools; Junior High School  
Students; Limited English Speaking; \*Longitudinal Studies;  
National Surveys; Research Methodology; \*Research Problems;  
Sample Size; \*Sampling; \*Test Bias

IDENTIFIERS- \*National Education Longitudinal Study 1988

Sample undercoverage issues in the National Education  
Longitudinal Study of 1988 (NELS:88) are addressed. The main  
focus is the exclusion of certain categories of student in the  
base year, 1988, and in in-school follow-up rounds. A  
subsidiary focus is the question of how adequately transfer  
students were captured within the sampling procedures of the  
study. Recommendations are offered for how better to deal with  
undercoverage issues in future school-based longitudinal  
studies. The six ways in which a student might not have been  
selected were: (1) refusal by the school to participate; (2)  
ineligibility of the school; (3) ineligibility of the student,  
for language, disability, behavioral problems, or lack of  
English; (4) absence from the school due to study elsewhere;  
(5) temporary unavailability due to illness or transition; (6)  
clerical error; and (7) inadequate sampling frame that omitted  
a school. The exclusion of students is referred to as a  
problem, but including everyone would have been more of a  
problem. Ways to increase the rate of meaningful participation  
in the future are discussed. The experience of NELS:88 suggests  
that more students have been excluded than is justified. Two  
tables provide study data. (Contains 28 references.) (SLD)

ED 360 372

TM 020 276

Rathunde, Kevin

Students; Middle Schools; \*Outcomes of Education; Program Evaluation; Public Schools; School Districts; Standardized Tests; Student Characteristics; Test Results  
IDENTIFIERS- \*Middle School Students; \*New Orleans Public Schools LA; Overage Students

The status of middle grade students (grades 6, 7, and 8) was studied in the New Orleans (Louisiana) public schools. The district is faced with major challenges in addressing the overall needs of middle grade students and the impact of early retention in grade that has resulted in several overage students. Most sixth graders are in elementary school, but most seventh and eighth graders attend junior high schools or senior high schools. About 17 percent of the district's students left the system after attending the sixth grade, most at the elementary school level. Suspensions and absenteeism were higher for this age group. The current grade configurations and nomenclature for types of schools serving middle grade students are confusing and should be modified to align with appropriate educational and support programs. Overage students are casualties of the practice of retention and are more likely to drop out than those never retained. This issue must be addressed in the middle grades. In addition, the district must consider why high-risk and low-risk students differ by such a large magnitude on standardized test results and to ensure that access and opportunities are equal. Thirteen tables and seven figures present study findings. Appendix A list schools with middle-grade configurations, and Appendix B contains six figures of student characteristics and achievement. (SLD)

ED 360 391

TM 020 419

Brigham, Frederick H., Jr.  
United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.

PUB DATE- 93

NOTE- 50p.; For the 1990-91 report, see ED 336 392.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Catholic Schools; Compensatory Education;

\*Educational Trends; Elementary Secondary Education;

\*Enrollment; Extended School Day; Graphs; \*Minority Group

Children; \*National Surveys; Preschool Education; School

Demography; School Personnel; \*School Statistics; School

Surveys; Single Sex Schools; Tables (Data); Trend Analysis;

Urban Schools

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Core school enrollment and staffing data are presented from the historical file of the National Catholic Education Association. Data are also presented for Chapter 1 services, extended care programs, and coeducational and single-sex schools. The first part of the report presents a summary of demographic trends with an impact on public and private education. Information is based on reports submitted by 174 diocesan and archdiocesan offices of education or state Catholic conferences. Trends show increasing numbers of students at the preschool and elementary school levels, with an increase in Catholic preschool enrollment of nearly 300 percent in the last decade. In 1992-93, there were 8,423 Catholic schools, 7,174 of which were elementary schools. The total number of Catholic students had increased by 16,767 since the preceding year, to 2,567,630. Numbers and percentages of minority students reflect population

institutional racism (2 days); (3) discrimination; (4) African Americans; (5) continued oppression and prejudice today (2 days); (6) color consciousness and discrimination; and (7) dealing with racism. Eighteen attachments, including overheads, a questionnaire, a test, and handouts, are included. (SLD)

ED 360 409

UD 029 127

The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.

SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.

PUB DATE- 93

NOTE- 338p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Books (010)

DESCRIPTORS- \*Asian Americans; Civil Rights; \*Cultural Awareness;

Demography; Elementary Secondary Education; Ethnic Groups;

Higher Education; \*Immigrants; \*Multicultural Education;

\*Pacific Americans; Population Growth; Population Trends;

Program Development; \*Public Policy; Racial Composition

Nineteen chapters consider major public policy implications for

demographic projections of the Asian Pacific American population to the year 2020. A preface by D. T. Nakanishi and J. D. Hokoyama introduces the studies. Policy recommendations from the Asian American Public Policy Institute follow, recommending multiculturalism and intracultural sensitivity, extending civil rights concepts to Asian Americans, and expanding programs for Asian immigrants. The following essays are included: (1) "An Overview of Asian Pacific American Futures: Shifting Paradigms" (S. Hune); (2) "The Growth of the Asian Pacific American Population: Twenty Million in 2020" (P. Ong); (3) "Exclusion or Contribution? Education K-12 Policy" (P. N. Kiang and V. W.-F. Lee); (4) "Trends in Admissions for Asian Americans in Colleges and Universities: Higher Education Policy" (L. L.-C. Wang); (5) "Health Care Needs and Service Delivery for Asian and Pacific Islander Americans: Health Policy" (T. Guillermo); (6) "The Changing Asian American Population: Mental Health Policy" (S. Sue); (7) "Asian American Arts in the Year 2020: Arts Policy" (G. D. Yoshitomi); (8) "Is There a Future for Our Past? Cultural Preservation Policy" (F. S. Odo); (9) "Making and Remaking Asian Pacific America: Immigration Policy" (B. O. Hing); (10) "Work Issues Facing Asian Pacific Americans: Labor Policy" (P. Ong and S. J. Hee); (11) "Legal and Civil Rights Issues in 2020: Civil Rights Policy" (W. R. Tamayo); (12) "The Case of the Southeast Asian Refugees: Policy for a Community At-Risk" (N. Le); (13) "Empowering Our Communities: Political Policy" (S. Kwok and M. Hui); (14) "Out of the Melting Pot and into the Fire" (M. Omi); (15) "Asian Pacific Islanders and the Glass Ceiling--New Era of Civil Rights Activism? Affirmative Action Policy" (H. Der); (16) "Language Rights Issues to the Year 2020 and Beyond: Language Rights Policy" (K. K. Imahara); (17) "Meditations on the Year 2020: Policy for Women" (E. H. Kim); (18) "Will the Real Asian Pacific American Please Stand Up? Media Policy" (D. Y.-M. Wong); and (19) "South Asians in the United States with a Focus on Asian Indians: Policy on New Communities" (S. Mazumdar). An appendix lists specific policy recommendations. (SLD)

ED 360 410

UD 029 129

The MEE Report: Reaching the Hip-Hop Generation.

SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.

students. In each year of the DPI, tens of thousands of services to targeted students were recorded. In addition, specific programs under the umbrella of the DPI were reviewed, and detailed case studies were made of three high schools and one elementary and one middle school. The progress observed in these schools is a solid basis for believing that the school system is improving its response to at-risk students and bringing new resources to the schools. Nevertheless, several problems with the DPI program and the school system were identified, and are the subject of recommendations for program improvement. The serious effort that the Board of Education has made is unparalleled in its recent history. The system is engaged in much-needed reforms. A technical note considers the calculation of the city's dropout rate. (SLD)

ED 360 429

UD 029 363

Natriello, Gary; And Others

Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 93

NOTE- 174p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability; Class Size; Course Selection (Students);

\*Disadvantaged Youth; Educational Practices; \*High Risk Students; High Schools; High School Students; Low Achievement; Needs Assessment; \*Scheduling; \*Student Motivation; Student Needs; Student Placement; Time Management; \*Urban Schools

By studying the process by which disadvantaged and low-achieving high school students are assigned to classes and special programs, how and why disadvantaged students are placed in inappropriate programs can be understood. Reasons exist to question the assumption that students are assigned to programs rationally on the basis of information about abilities, performance, and interests. Ideal characteristics of scheduling processes were identified based on the literature, and compared with practices in four urban high schools. Multiple methods of data collection, including interviews, reviews of school records, and observations of events related to scheduling, were used. Findings from the four schools indicate the degree to which each conforms or deviates from the following ideals of assignment: (1) appropriate for ability level; (2) class size appropriate for the type of instruction; (3) courses that fill graduation and college admission or employment requirements; (4) times that students are likely to attend; (5) effective teachers; (6) course assignments made before the beginning of the term; and (7) programs match student interests and needs. Recommendations for improvement of the assignment process are made. Thirty-six figures illustrate the discussion. Three appendixes contain interview questions, the interview format, and a course change form. (SLD)

ED 360 430

UD 029 364

State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.

PUB DATE- May 93

NOTE- 98p.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Academic Achievement; Case Studies; Community Development; Educational Change; \*Educational Cooperation; Educational Innovation; Educational Responsibility; Elementary School Students; Intermediate Grades; \*Middle Schools; Models; Parent Participation; School Based Management; \*School Restructuring; Teacher Expectations of Students; Teaching Methods

IDENTIFIERS- \*Accelerated Schools; Middle School Students; Teacher Empowerment

The Accelerated Schools Project has the overall purpose of creating the best schools for all children so that every child has the opportunity to become a creative, critical, and productive member of society. The project represents a philosophy and a process for transforming conventional schools into accelerated ones where powerful learning experiences are daily occurrences for all members of the school community. The three central principles of accelerated schools are: unity of purpose through active collaboration of parents, teachers, students, staff, and community; empowerment through responsibility; and building on strengths. The Accelerated Schools Project staff develops, refines, and transmits the model to school practitioners who actually use the model to transform school communities. The concept of "big wheels" and "little wheels" interacting has helped participants in the Accelerated Schools Project make sense of the changes occurring in accelerating school sites. The "big wheels" are the formal, explicit components of the state-of-the-art accelerated schools model that are bought into by all participants. For school communities, involve engaging collaboratively in bringing the model to life. The "little wheels", on the other hand, are the spin-offs of the public and collaborative big wheel experiences; they are the informal innovations that individuals and small groups initiate as a result of participating in big wheel activities. Two case studies from an inner-city middle school demonstrate the interactions of the big and little wheels in the areas of family involvement and instruction. These case studies illustrate that all components of the accelerated schools model have the potential to spin off little wheels and that design and implementation are necessarily integrated. (SLD)

ED 360 450

UD 029 406

Feldman, Benjamin I.; Rafferty, Eileen R.  
Familial Configuration Influences on the Educational Performance of Urban High School Freshmen.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; Attendance; Cluster Analysis; Ethnography; Family Influence; \*Family Structure; Grade 9; Grade Point Average; \*High School Freshmen; High Schools; Public Schools; Sex Differences; Urban Schools; \*Urban Youth

IDENTIFIERS- Student Surveys

An ethnographic study assessed the family constellations of ninth graders in an urban public school through cluster analysis.

overcoming "turf" and attitudinal obstacles, and creating new professional training opportunities. Symposium participants proposed strategies such as coalition building, calling for a congressional hearing, identifying and promoting collaborative models that work, and articulating guidelines for collaborative professional practice. A list of conference participants, with addresses, is included. (JDD)

ED 360 274

SP 034 595

Thompson, Debra S.

Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors.

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Beginning Teachers; College Graduates; Early Childhood Education; Education Majors; Elementary Education; Elementary School Teachers; \*Employment Interviews; Employment Opportunities; Higher Education; Job Applicants; \*Job Search Methods; Portfolios (Background Materials); Preschool Teachers; \*Resource Materials; \*Resumes (Personal); Teacher Placement; \*Teaching (Occupation)

This resource guide, prepared for graduates of early childhood and elementary education teacher education programs, contains practical information on various job search strategies, job application procedures, and job interview techniques, and an extensive list of job resources. The document is divided into 5 sections as follows: (1) provides introductory material including a job search strategy, job search resources, and 10 job hunting errors; (2) outlines details related to resume writing, provides samples of resumes, and gives a preferable method for writing reference lists; (3) presents job application materials, including samples of cover letters, and discusses the intricacies of applying for jobs out of state; (4) highlights main points of the education job interview, furnishes an interview preparation form and checklist, and discusses interview portfolios, interview dress, common teacher interview questions, interview topics, negative factors observed during job interviews, illegal pre-employment inquiries, and a sample interview evaluation sheet; and (5) contains resources for educators' job searches and career exploration. (LL)

ED 360 275

SP 034 602

Wideen, Marvin F.; And Others

The Research on Learning To Teach: Prospects and Problems.

PUB DATE- Apr 93

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Beginning Teachers; \*Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; \*Instruction; \*Preservice Teacher Education; Research Methodology; \*Research Problems; Student Teachers; \*Student Teaching

information for employees; (5) "Communication of Hazards to Employees" highlights labeling, color-coding, and information and training; and (6) "Recordkeeping" describes medical records, training records, and availability of records. Appendixes provide the following information: DILHR and OSHA Health and Safety Standards; definitions for purposes of exposure control plan; exposure determination; tasks, procedures, and school exposure incident investigation forms; example schedule for cleaning and decontamination; Hepatitis B vaccination record and declination form; medical management of individuals exposed; employee medical record checklist form; training record form; and a list of resources. (LL)

ED 360 294

SP 034 656

Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report.

SPONS. AGENCY- Colorado State Dept. of Education, Denver.

PUB DATE- 21 Oct 92

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Adolescents;

\*Course Content; Curriculum; Educational Objectives; \*Health Education; Incidence; Prevention; Program Effectiveness;

\*Residential Institutions; Secondary Education; State Surveys

IDENTIFIERS- \*Colorado

This report summarizes information about the nature and extent of HIV (Human Immunodeficiency Virus) prevention and health education being implemented in Colorado's youth-serving facilities, based on a mail survey of facilities serving youth in out-of-home placement. Forty-three of 78 facilities identified as serving youth age 12 and above responded to the survey. Of the 43 facilities, 40 reported providing some type of HIV education to a portion of youth during their stay in the facility. The percentage of youth receiving HIV education ranged from 20 percent to 100 percent, with a weighted average among facilities of 56.3 percent. A table shows the percentage of facilities addressing specific health education topics, using specialized curricula, and providing skills-building practice in such areas as alcohol and other drug use, sexual behaviors, and emotional and mental health. A second table lists barriers that educators identified in providing health education, such as lack of adequate textbooks, lack of money, lack of audiovisual resources, and lack of staff training opportunities. Survey results suggest progress toward program objectives, but do not ensure that Colorado youth in out-of-home placement are participating in instruction that is effective in assisting them to adopt healthy behaviors and avoid preventable health and social problems. (JDD)

ED 360 295

SP 034 657

Colorado School Health Education Survey 1992. Report.

SPONS. AGENCY- Colorado State Dept. of Education, Denver.

PUB DATE- 21 Oct 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Course

\$19,200 in 1991, compared to \$24,200 for other bachelor's degree recipients. Of all NQTs, 85 percent were eligible or certified to teach at the elementary or secondary level. A bibliography of RCG reports and numerous text tables and figures are included. Four appendices provide tables containing additional data referenced in text, tables with standard errors for data reported in text, technical notes, and definitions of terms and codes used in the report. (LL)

ED 360 314

SP 034 828

Lieb, Barbara, Comp.

Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).

PUB DATE- Mar 93

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; \*Change Strategies; \*Educational Policy; \*Educational Practices; Elementary Secondary Education; \*Excellence in Education; Futures (of Society); Higher Education; Program Evaluation; \*Program Improvement; Teacher Education Curriculum; \*Teacher Education Programs

IDENTIFIERS- \*Reform Efforts

In the spirit of education reform, American education is challenged as never before to meet higher standards of teaching and learning. In order to respond to these challenges, the Office of Educational Research and Improvement convened a study group representing a cross section of individuals and organizations interested in the education of teachers. Ideas and recommendations discussed by the study group centered around six issues: (1) the kind of teaching needed to achieve world class standards; (2) problems in educating teachers for world class standards; (3) teacher education issues specific to core subject areas; (4) needed changes in policies and practices in educating teachers; (5) the potential of current reforms to facilitate needed changes; and (6) recommendations for educating teachers for world class standards. This report includes the following presentations: "What Kind of Teaching Do We Need for World Class Standards?" "What Problems Must be Solved in Educating Teachers for World Class Standards?" "How Will Changes in the Core Subject Areas Affect the Education of Teachers?" "What Changes Are Needed in Policies and Practices That Affect the Education of Teachers?" and "Will Current Reforms Contribute to the Changes Needed?" Two appendices provide a meeting agenda and a list of speakers and participants. (LL)

ED 360 315

TM 019 340

Afflerbach, Peter, Ed.

Issues in Statewide Reading Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 160p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020), Information

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)



Bender, Timothy A.  
Predicting Postfeedback Performance from Students' Confidence in  
Their Responses.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Comparative Analysis;  
Confidence Testing; Correlation; Educational Assessment;  
\*Feedback; Higher Education; Knowledge Level; Models;  
\*Performance; \*Predictive Measurement; Regression (Statistics);  
\*Responses; Scores; Self Concept; Student Interests; Student  
Reaction; Test Use; \*Undergraduate Students

IDENTIFIERS- Variance (Statistical)

The model of feedback processing proposed by R. W. Kulhavy and W.  
A. Stock (1989) was studied in a traditional classroom setting  
in which methods of assessing students' response confidence as  
predictors of postfeedback performance were also examined. The  
relationship between confidence ratings at the time of the test  
and confidence assessed prior to delayed feedback was explored.  
Subjects were 6 male and 21 female undergraduates assigned to  
confidence or interest conditions who rated their confidence in  
responses or interest in each questions. Data for 25 students  
were used. Students were asked to predict their scores,  
received feedback, and completed the examination again. An  
analysis of variance compared the performance of the confidence  
and interest groups, and regression and correlation analyses  
explored the predictability of postfeedback performance. There  
were no significant differences between postfeedback  
performance of the interest and confidence groups. Increase in  
elaborative processing due to students' rating their confidence  
does not appear to affect postfeedback performance any more  
than does rating the interest level. Results indicate that the  
Kulhavy and Stock model can be applied to the classroom. Use of  
students' estimates of test scores is not recommended as a  
measure of response confidence, as it accounted for very little  
variance in postfeedback performance. Implications for  
prediction of students' feeling-of-knowing are explored. (SLD)

ED 360 333

TM 020 130

Hymel, Glenn M.; Dyck, Walter E.  
The Internationalization of Bloom's Learning for Mastery: A 25-  
Year Retrospective-Pro prospective View.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Academic Achievement; Cross Cultural Studies;  
\*Educational History; Educational Psychology; Foreign  
Countries; Futures (of Society); \*International Studies;  
\*Mastery Learning; \*Research and Development; Research Reports;  
Skill Development

IDENTIFIERS- \*Internationalism; \*Learning for Mastery (Bloom)

Twenty-five years have elapsed since the publication of Benjamin

DESCRIPTORS- \*Academic Achievement; Academic Aspiration; Educational Objectives; Followup Studies; \*Grade 8; High Risk Students; Homework; Junior High Schools; \*Junior High School Students; \*Longitudinal Studies; Mathematics Skills; Minority Group Children; \*National Surveys; Private Schools; \*Profiles; Public Schools; Student Characteristics; Television Viewing IDENTIFIERS- \*National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the first nationally representative longitudinal sample of eighth-grade students in public and private schools. Data provide measures of student performance and allow for the examination of attitudes and activities of eighth graders as they pass through the education system. Overall, 53 percent had none of the six commonly used risk factors, while 20 percent had two or more. A majority had high educational aspirations, but many were not planning to enter high school programs that would lead them to realize their goals. More than two-thirds reported positive feelings about school. Nineteen percent overall and 30 percent of Hispanic, Black, and American Indian students were not proficient in basic mathematics skills for everyday tasks. Fourteen percent of all eighth graders and about 30 percent of students who usually speak a language other than English were not able to perform basic reading tasks. About 18 percent of the students had repeated at least 1 grade. Typical students reported spending four times as many hours each week watching television as they spent doing homework. NELS:88 data will be used for many years to analyze important issues in American education. Follow-ups began in 1990 and will continue at 2-year intervals. (SLD)

ED 360 353

TM 020 237

Fleming, S. P.; And Others  
Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities.

PUB DATE- Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Age Differences; Attitude Measures; Cognitive Processes; \*College Students; \*Elementary School Students; \*Factor Structure; Higher Education; \*Individual Development; Intermediate Grades; Junior High Schools; \*Junior High School Students; Metacognition; Questionnaires; Rating Scales; Student Attitudes; Student Development; \*Study Habits; Study Skills IDENTIFIERS- \*Self Report Measures; Strategy Choice

Metacognitions about study activities and strategy use were assessed in 166 fifth and sixth graders (54 percent female and 39 percent African American), 108 seventh and eighth graders (55 percent female and 32 percent African American), and 168 college students (60 percent female, 10 percent African American, and 10 percent from other ethnic groups). Via a self-report questionnaire requiring responses on a 5-point scale, participants reported their uses of study strategies, including rote strategies, cognitive strategies, self-regulatory activities while studying, and persistence in academic tasks. Factor analyses yielded no common factor solution to characterize fifth and sixth graders, seventh and eighth graders, and college students. Three-factor solutions for the

Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; \*Data Collection; \*Educational Research; Elementary Secondary Education; \*Learning; \*Measurement Techniques; \*Research Methodology; Student Experience; \*Student Motivation

IDENTIFIERS- \*Experience Sampling Method; Self Report Measures

An often ignored aspect of the study of motivation is the experience of motivation, how it feels to learn. Researchers and practitioners have been clear about the importance of subjective experience to motivation, but have paid little attention to measuring the experience of motivation, possibly because it is so hard to measure. The Experience Sampling Method (ESM) developed by M. Csikszentmihalyi, R. Larsen, and S. Prescott (1977) is suggested as a way to study the experience of motivation. The ESM uses electronic pagers to signal participants in a study to prompt them to fill out a self-report form about the quality of their experience at that moment. Among the advantages of the ESM is that it gathers information about behavior at the same time as it gathers information about the inward stream of experience. It is still, however, a reconstruction of experience, because the pager interrupts the very stream of experience one is hoping to measure. Despite its shortcomings, it is still one of the few methods that can disclose the ongoing experiences of students in natural school settings. Some research applications for the ESM are outlined. (SLD)

ED 360 373

TM 020 277

Rathunde, Kevin

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

PUB DATE- Apr 93

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academically Gifted; \*Adolescent Development; Adolescents; After School Programs; \*Attention; \*Extracurricular Activities; High Schools; \*High School Students; Longitudinal Studies; Public Schools; Research Methodology; Student Experience; Student Interests; \*Student Motivation

IDENTIFIERS- \*Experience Sampling Method

Activities that engaged the full attention of adolescents at school were explored using the Experience Sampling Method, in which subjects were interrupted by a pager to record their experience at the moment the pager signaled. Two variables indicating optimal subjective experience and undivided attention were operationalized: interest and flow experience. The data were from a longitudinal study of 200 teenagers talented in mathematics, science, music, athletics, and/or

trends in 1992-93. The percentage of minority students had more than doubled since 1970-71 and continued to increase. In 1992-93, 3,937 Catholic schools were in urban areas, and non-Catholics represented 12.3 percent of the total Catholic school enrollment. Almost 88 percent of the faculty were lay men and women. Students in 5,306 Catholic schools were eligible for Chapter 1 services. Twenty-one exhibits present data on the Catholic schools. Appendix A is a summary report of basic school statistics in table form. Appendix B lists states with enrollment increases. Appendix C is a summary report of supplemental data by region. (SLD)

ED 360 392

TM 020 420

A Collaborative Model for School and Program Evaluation:  
Lethbridge School District No. 51.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.

PUB DATE- 93

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Art Education; \*Curriculum Evaluation; \*Educational  
Assessment; Educational Cooperation; Educational Quality;  
Elementary Secondary Education; Evaluation Criteria;  
\*Evaluation Methods; Foreign Countries; Library Services;  
Models; Parent Attitudes; \*Program Evaluation; Questionnaires;  
School Districts; \*School Effectiveness; School Libraries;  
Student Attitudes; Teacher Attitudes

IDENTIFIERS- Educational Indicators; \*Lethbridge School District  
AB; Teacher Empowerment

The Lethbridge School District Number 51 Project attempted to develop a more effective model for system, school, and program evaluation in the Lethbridge, Alberta (Canada) schools. A literature review suggested that a collaborative model would be effective and would result in empowerment of school-based personnel through active involvement. The use of educational quality indicators served as a key component in development of the model. Current literature and input from committees and stakeholder groups were used to develop criteria in terms of indicators of effectiveness, quality, and improvement. Findings from the initial study were applied to the development of an evaluation of the arts and library programs with responses from 3,329 teachers, parents, and students for the art program; and 2,858 teachers, parents, and students for library programs. The final project stage focused on the art program and resulted in the identification of input, process, and outcome indicators of program effectiveness. Assessment processes to measure and verify outcomes were identified or developed, and a generic model was developed that could be applied to most program areas. The developed model is considered more effective than the former evaluation model used. Two tables and three figures illustrate the discussion. Five appendixes discuss the project teams and contain questionnaires and instruments used in the surveys. (SLD)

ED 360 393

TM 020 421

Achievement Testing Program Provincial Report. June 1992  
Administration. Grade 3 Social Studies, Grade 6 English  
Language Arts, Grade 9 Mathematics, Francais 6e Annee.

PUB DATE- 93

NOTE- 135p.

PUB DATE- 91

NOTE- 136p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; Black Culture; \*Black Youth; Communication (Thought Transfer); \*Disadvantaged Youth; Drug Education; Health Education; Information Dissemination; Inner City; \*Mass Media Role; Popular Culture; Prosocial Behavior; Social Values; Substance Abuse; Urban Areas; \*Urban Youth

IDENTIFIERS- African Americans; \*Hip Hop Generation; Rap Music

Effective communications strategies for delivering substance abuse and other prosocial behavior messages to African American inner city teenagers were studied. After pilot studies, the final sample consisted of middle school and high school students from the urban centers of New York City; Washington, D.C.; Camden (New Jersey); Philadelphia (Pennsylvania); and East Oakland (California). A total of 295 students participated in the focus group study, and surveys were completed by 387 students in several urban areas. It was found that the messages of the mainstream are generally reaching the wrong audience with the wrong information, because they are not really speaking to the urban African American adolescent. Rather than being homogeneous, street culture dissolves into a series of overlapping subcultures. Decisions about drugs and behavior are made very early. An analysis of the hip hop culture, including rap and other music forms, shows that these forms are not well-suited for conventional long-term public service message campaigns. An effective strategy for reaching this audience simply does not yet exist. It is recommended that a symposium of leading African American communicators, music producers, movie makers, and public health experts convene to seek a way to speak effectively to this population. The questionnaire and its responses are included with the report. (SLD)

ED 360 411

UD 029 134

The Schools Partnership Project: A Successful Model towards Improving School Performance.

PUB DATE- 92

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Ancillary School Services; Childhood Needs; Children; \*Child Welfare; Collegiality; Elementary Education; \*Elementary School Students; \*Mental Health Programs; Mental Health Workers; Models; \*Partnerships in Education; Program Evaluation; School Counseling; \*Social Workers; Stress Variables; Teacher Role

IDENTIFIERS- California (San Francisco); San Francisco Unified School District CA

The primary goal of the Schools Partnership Project (SPP) was to investigate whether the emotional and academic well-being of children could be improved by providing mental health consultation services to public school personnel. Licensed clinical social workers were placed at school sites to work collegially with teachers and administrators to identify the problems of stressed children and their families, to improve school personnel's ability to deal with problems, and to learn how to make effective referrals and interventions. Two licensed social workers provided mental health consultation 1 day a week for 2 years and 3 months each at 6 diverse San Francisco

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Dropout Prevention; Dropout Programs; Dropout Rate; \*Educational Change; \*Educational Planning; \*Ethnic Groups; High Risk Students; High School Students; Junior High School Students; \*Minority Groups; Potential Dropouts; Secondary Education; State Legislation; \*State Programs

IDENTIFIERS- \*Texas

State legislation requires that the Texas Education Agency write a plan to reduce the state's cross-sectional and longitudinal dropout rates to no more than 5 percent by 1997-98. This report presents the current plan, with current aggregate and disaggregate data on the dropout rate of students in grades 7 through 12 and projections for cross-sectional and longitudinal dropout rates for the next 5 years. A progress report is presented for the recommendations from the 1991 state plan in the following categories: (1) continued action by the Texas Education Agency; (2) actions without fiscal implications; (3) actions with immediate fiscal implications; and (4) recommendations with long-term fiscal implications. Since publication of the plan in 1991, the number of dropouts has consistently declined, from 91,307 in 1987-88, to 53,421 in 1991-92. Students still tend to drop out in the ninth grade, and ethnic minority students still drop out in disproportionate numbers, but combating these facts is a major agency focus. Twenty recommendations to further reduce the dropout rate are included. Five tables summarize dropout information. A list of 70 references is included, and dropout data are presented in Appendix I (15 tables), with an overview of recommendations and a survey of immigrant students in Appendixes II and III. (SLD)

ED 360 431

UD 029 366

Chamberlain, Ed

Neglected or Delinquent Program, 1991-1992. Elementary and

Secondary Education Act--Chapter 1. Final Evaluation Report.

PUB DATE- May 93

NOTE- 22p.; for the 1990-91 report, see ED 343 991.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Child Neglect; \*Compensatory Education; \*Delinquency; Disadvantaged Youth; \*Elementary School Students; Elementary Secondary Education; Evaluation Methods; Federal Programs; High Risk Students; \*Language Acquisition; Minority Groups; Program Evaluation; \*Secondary School Students; Standardized Tests; Tutoring; Urban Schools

IDENTIFIERS- \*Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Final Reports

The Neglected or Delinquent (N or D) Program of the Columbus (Ohio) public schools is designed to provide classroom and tutorial services in the area of language development for pupils served in Chapter 1 eligible facilities for the neglected or delinquent. In the 1991-92 school year, there was one full-time N or D teacher and 16 part-time tutors providing services in 12 institutions. Standardized test information for grades 2 through 12 was collected from September 1991 through April 1992. The data included results of norm-referenced tests, the Metropolitan Achievement Test, the Comprehensive Tests of Basic Skills, and the California Achievement Tests. The program served a total of 371 students, most of whom were in grades 6

Survey data were collected from a random sample of 120 high school freshmen and were used to compute 4 variables for each student: (1) presence of the mother in the home; (2) presence of the father in the home; (3) presence of other adults in the home; and (4) presence of other children in the home. The familial configurations of subjects were extended maternal (n=7), nuclear family (n=26), mother with children (n=46), orphaned (n=13), only child (n=21), and adopted (n=7). Family constellation, determined by cluster analysis, and gender served as independent variables in a general linear model used to assess student attendance at school and grade point average. Results indicate that the educational performance of males and females differs with respect to the types of familial configurations in which they find themselves. Females appear to perform most poorly in family units characterized by mother's presence and father's absence, but males perform best in groups where the mother and/or maternal relations were present. Contrary to expectations, males in this group of students perform best when the father is absent from the family configuration. This ethnographic approach appears promising for revising familial configuration effects within heterogeneous and transient populations. Two tables present study data. (SLD)

ED 360 451

UD 029 407

Holland, Ann K.; Marsiglia, Flavio F.  
The Impact of Homelessness: As Experienced by Four Cohorts of  
Cleveland Public School Students 1987-1991.

PUB DATE- Apr 93

NOTE- 30p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; \*Children; Cohort Analysis;  
Disadvantaged Youth; \*Economically Disadvantaged; \*Educational  
Experience; Elementary Secondary Education; \*Homeless People;  
Longitudinal Studies; Poverty; Program Improvement; \*Student  
Mobility; Trend Analysis; Urban Problems; \*Urban Schools; Urban  
Youth

IDENTIFIERS- African Americans; \*Cleveland Public Schools OH

The social and educational status of children from homeless families was studied in four cohorts of Cleveland (Ohio) public school students who requested transportation from homeless shelters for the school years from 1987-88 to 1990-91. Total cohort size ranged from the 1987-88 high of 39 students to the 1990-91 low of 22 students, with 36 students in 1988-89 and 28 students in 1989-90. In the second through fourth cohorts there was a higher percentage of African American students than the 69 percent typical of the school district. The great majority of students in all cohorts were elementary school students, and almost all received free or reduced price meals. Between 7 and 13 percent withdrew in each cohort year, but few actually dropped out of school. The suspension rate for all cohorts was relatively low, but over half transferred at least once during the year of homelessness. Overall results suggest that the experience of homelessness is not as detrimental to the educational experience as had been hypothesized, although the experience appears more detrimental for secondary school students. Cohort students did not evidence particular behavioral problems. Support and special programs appeared influential in keeping homeless students in school.

As part of a larger research program on learning to teach, this paper reviews 15 empirical studies that followed students through one or more components of their student teaching program. The review focused on teacher development, constructivism (which ascertains how initial experiences in teacher education interact with the preconceptions held by prospective teachers), and knowledge utilization. The review found much variation in the usefulness of the research in informing the practices of researchers and of teacher educators. No consistent message was found with regard to the effects of different facets of programs on the work of beginning teachers. Where constructivist teacher education programs were the subject of study, generally positive claims were made about results, but in other cases, student teaching experiences were so devastating that little learning seemed to take place. A positive feature of the research studies was the fact that the research was being conducted by individuals working in programs of teacher education rather than by researchers twice removed from study subjects. (Contains 34 references.) (JDB)



Content; Curriculum; Educational Objectives; \*Health Education; Incidence; Integrated Curriculum; Prevention; Program Effectiveness; Research Needs; School Surveys; Secondary Education; State Surveys

IDENTIFIERS- \*Colorado

This report summarizes and interprets the results of the 1992 Colorado School Health Education Survey, which targets public secondary schools with grades 7 through 12. Results provide a basic sketch of the extent of HIV (Human Immunodeficiency Virus) prevention and health education being implemented in Colorado's secondary schools. The survey, mailed to a random sample of 288 of Colorado's secondary schools, resulted in 246 respondents. Figures display the numbers and percentages of schools providing HIV education, the numbers and percentages of students receiving HIV education, and the numbers and percentages of schools integrating HIV education into comprehensive health education. Results indicate that many of Colorado's secondary schools provide some kind of HIV prevention education in at least one grade. Between one-half and two-thirds of schools provide some kind of comprehensive health education and HIV prevention education for students in at least one of the grades 7 through 10. Evidence of progress toward program objectives is presented, and suggestions for future school health education surveys are discussed. (JDD)

DESCRIPTORS- Decision Making; \*Educational Assessment;  
Educational Practices; Elementary Secondary Education;  
Evaluation Utilization; Literacy; \*National Surveys; \*Reading  
Achievement; Reading Instruction; Reading Tests; \*State  
Programs; Student Evaluation; Testing Programs; \*Test Use; Test  
Validity

IDENTIFIERS- Alternative Assessment

This paper presents six chapters that describe how statewide reading assessment is currently being performed and how the data are being used. The validity of statewide reading assessment instruments and the appropriate uses of statewide reading assessment data are explored. Several chapters discuss new ways in which some states conduct reading assessment, while others suggest alternative and complementary forms of reading assessment. The range of issues is intended to help in the assessment of relative strengths and weaknesses of current statewide reading practice and consider future directions in reading assessment. The following six chapters are provided: (1) "The Call for Assessment of Reading at the Statewide Level" (Peter Afflerbach); (2) "Developing a Statewide Reading Assessment Program" (Linda Hansche); (3) "Issues in Early Childhood Assessment" (William H. Teale); (4) "The Role of Teacher-Based Information in Statewide Assessments of Literacy Learning" (Elfrieda H. Hiebert); (5) "National Survey of the Use of Test Data for Educational Decision Making" (Sheila W. Valencia); and (6) "Statewide Reading Assessment: A Survey of the States" (Peter Afflerbach). Charts for each of the 50 states are included. (SLD)

S. Bloom's article titled "Learning for Mastery." With approximately 2,000 master learning/testing citations in the ERIC data base alone, Bloom's 1968 piece is indeed one of the most generative works to appear in the educational psychology literature in decades. At this quarter-century juncture, then, it is appropriate to reflect retrospectively and prospectively on the meaning, impact, and continuing possibilities of Bloom's learning for mastery. In so doing, this paper focuses on what could be termed the "internationalization" of mastery learning. Evidence of mastery learning research and development initiatives in well over 30 nations does indeed invite not only an analysis of what has already transpired in the worldwide community but also a projection of future directions for mastery learning in the international arena. (Contains 119 references.) (Author)

age groups' reports of study activities indicated a developmental trend for increasing differentiation of lower-level (rote) strategies and higher-level (meaning-based) strategies emerging with such differentiation in the junior high school years. Two tables present study findings. An appendix contains the questionnaire items used to measure metacognitions. (SLD)

ED 360 354

TM 020 239

Impara, James C.

Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; \*Administrators; \*Competence; \*Educational Assessment; Elementary Secondary Education; \*Job Skills; \*Knowledge Level; National Surveys; Principals; Questionnaires; Sampling; \*Standards; Student Evaluation; Test Use

IDENTIFIERS- Assessment Literacy; Open Ended Questions; Standard Setting

The American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Council on Measurement in Education are cooperating on a project to develop competency standards for educational administrators in the area of student assessment. A national survey of educational administrators was conducted as part of this effort to determine the frequency and importance of student assessment tasks that they perform and their self-perceptions of the level of knowledge and skills they have and need in various assessment areas. In the first stage of the survey, a small number of administrators responded to an open-ended questionnaire to identify assessment-related tasks and the skills and knowledge associated with them. A target sample was chosen from each cooperating organization, and responses were received from almost 1,700 administrators. Different categories of administrators have different assessment responsibilities, but every task was performed at least once by a modest percentage from each organization. Overall, the skills and knowledge needed for these administrators were very similar, in spite of the differing levels of task emphasis. Nine tables present survey results, including rating the skills and knowledge requirements by their importance. (SLD)

arts. Results show that extracurriculars are the most likely school activities to engage teenagers fully; they combined feelings of spontaneous involvement with a focus on important goals, and perceptions of high skill with correspondingly high challenges. In contrast, the two most common school activities--productive work and socializing--disjoined and polarized these important dimensions of experience. Findings are discussed in terms of the important role extracurricular activities may play in cultivating habits of undivided attention in adolescents, and the current trend in public education to eliminate such after-school programs. One table and two figures illustrate the study findings. (SLD)

ED 360 374

TM 020 278

Walsh, Lisa D.; Semb, George  
Assessing Peer-Tutoring in the Classroom: A Comparison of  
Obtrusive and Unobtrusive Measures.

PUB DATE- Apr 93

NOTE- 73p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150), Test, Questionnaires,  
Evaluation Instruments (160)

DESCRIPTORS- \*Classroom Observation Techniques; College Students;  
Comparative Testing; Feedback; Higher Education; Knowledge  
Level; \*Measurement Techniques; \*Observation; \*Peer Teaching;  
Training; \*Tutoring

IDENTIFIERS- Obtrusive Measures; Self Report Measures;  
\*Unobtrusive Measures

This study compared obtrusive observers and self-reports to a criterion, unobtrusive observers, to assess how accurately they measured tutor performance. Unobtrusive observers were used as a criterion for comparison because it was assumed that their measures were free of biases. Participants were 55 college-level peer tutors. Course sections were randomly assigned to one of four groups: (1) obtrusive observer and self-reports; (2) self-reports only; (3) obtrusive observer only; and (4) control (no obtrusive observer and no self-reports). All groups contained an unobtrusive observer. Tutors received training in tutoring skills and used those skills in a Personalized System of Instruction classroom to provide feedback to students. Tutors' skills were assessed before and after training. Obtrusive observers accurately assessed tutor performance, but self-reports were only accurate after training occurred. The self-report only group showed the least improvement on a test of written skills. No condition affected the amount of knowledge of course material. Six tables and six figures present study findings. Five appendixes contain the instruments used in the study. (Author)

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Evaluative/Feasibility (142), Test, Questionnaires, Evaluation  
Instruments (160)

DESCRIPTORS- \*Academic Standards; \*Achievement Tests; Educational  
Assessment; Elementary School Students; Elementary Secondary  
Education; English; Foreign Countries; French; Grade 3; Grade  
6; Grade 9; \*Language Tests; Mathematics Achievement;  
\*Mathematics Tests; Problem Solving; Public Schools; Secondary  
School Students; \*Social Studies; \*Test Results

IDENTIFIERS- \*Alberta Achievement Testing Programs; Standard  
Setting

The 1992 achievement tests for the Alberta (Canada) public schools show what students in grades 3, 6, and 9 can do in social studies, language arts, and mathematics, respectively. Results are reported in terms of curriculum standards, achievement standards, and assessment standards. In June 1992, there were 41,696 students in grade 3, 37,837 in grade 6, and 34,386 in grade 9. Of the total population, 97,315 took achievement tests in mathematics, social studies, and English or French language arts. Results indicate mixed achievement. In Grade 3 social studies, about 84 percent of the students achieved the acceptable standard, and a significant percentage achieved excellence. A smaller percentage achieved these standards in grade 6 language arts and grade 9 mathematics. Results in mathematics were disappointing, especially in problem solving, where about 64 percent achieved the acceptable standard. Achievement-over-time data indicate improvements in grade 3 social studies and grade 9 mathematics compared with 1984. In French, close to the expected numbers achieved the standards. Twenty-one figures and 59 tables present achievement data. Appendix A outlines the standard setting processes. Appendix B describes the public review of standards. Appendix C gives interpretation guidelines. Appendix D answers common parent questions about testing. Appendix E outlines test development. The study questionnaire is included. (SLD)

(California) public elementary schools. Evaluation through a quasiexperimental design demonstrated a positive impact of the mental health consultation for teachers and students. Many users of consultation services reported an increased sense of responsibility for children's learning, with increased internal locus of control, and many teachers reported increased knowledge and professional capability. Results indicate that children's self-expectations and academic achievement are related to teacher use of consultation, and that the SPP is a promising approach to improving achievement and student self-expectation. One table illustrates teacher demographics. Contains 74 references. (SLD)

ED 360 412

UD 029 214

Stallings, Jane; Freiberg, H. Jerome  
Observation for the Improvement of Teaching. Publication Series 91-3.

PUB DATE- 91

NOTE- 34p.; In: Waxman, Hersholt C. and Walberg, Herbert J.  
"Effective Teaching: Current Research." Berkeley, CA, McCutchan  
Publishing Corporation, 1991.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports -  
Research/Technical (143)

DESCRIPTORS- \*Classroom Observation Techniques; Classroom  
Research; Early Childhood Education; Economically  
Disadvantaged; \*Educational Improvement; Elementary Secondary  
Education; English (Second Language); \*Program Effectiveness;  
\*Staff Development; \*Student Evaluation; Student Teaching; Time  
Management; Training

IDENTIFIERS- \*Project Follow Through

The use of classroom observation is explored in several capacities. Specific observation instruments that were developed to evaluate the effectiveness of the National Follow Through Program were later used (sometimes in adapted forms) to study early childhood programs, secondary school programs, student teacher effectiveness; and use of time across a school district. Project Follow Through was intended to provide a program analogous to Head Start for economically disadvantaged children over a longer period of time. This chapter presents the fourth and most comprehensive report of Follow Through classroom observation data collected in spring 1973 from 36 sites representing 7 sponsors and 7 program models (35 first grades and 36 third grades). Other studies using the developed Classroom Observation Instrument (COI) in the following are briefly outlined: (1) early childhood education; (2) English as a Second Language; (3) secondary school; (4) staff development; (5) effective use of time training; (6) student evaluation; and (7) student teaching. The observation techniques have provided a means to identify effective instructional practices in a wide range of classroom settings. Two tables and one figure illustrate the discussion. (SLD)

through 12. Of these, 144 were non-minority, 224 were Black, and 3 were Hispanic. There were 11 females and 260 males. No assessment could be made of the desired outcome of a defined achievement gain because of high pupil mobility. Program continuation is recommended because it provides needed services in exceptional circumstances. An alternative evaluation design is recommended, since too few pupils are enrolled long enough to fulfill the current plan. Four tables present study findings. An appendix contains worksheets, a data sheet, and evaluation forms. (SLD)

ED 360 432

UD 029 367

Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report.

PUB DATE- Jun 93

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)

DESCRIPTORS- \*Attendance; Correlation; Data Collection; Educational Assessment; \*Ethnic Groups; Grade 10; \*Grade Point Average; High Schools; \*High School Students; Public Schools; \*Racial Differences; School Statistics; Scores; Sex Differences; State Programs; Test Results; \*Urban Schools  
IDENTIFIERS- High School Sophomores; Michigan Educational Assessment Program; Pearson Product Moment Correlation; \*Saginaw City School System MI

As part of the baseline studies necessary for a new strategic plan for the Saginaw (Michigan) public schools, the relationship of grade point averages (GPAs), student absence, and Michigan Educational Assessment Program (MEAP) results were studied relative to the amount of shared variation common to each. All possible correlations were studied at the district's two high schools. Data represent all available 10th-grade first semester information for each school. Results are also aggregated by racial/ethnic and gender groups to see if the same relationships hold. Pearson product moment correlation coefficients were reviewed. Although exact correlation coefficients vary by school, there does seem to be a great consistency in terms of the general strength of relationships by variable pairs across schools, gender, and racial/ethnic groups. GPA versus absence correlations are the strongest set. For MEAP versus GPA, the bulk of the correlations fall within the 0.350 to 0.649 crude prediction range. For MEAP versus absences, 66.7 percent of the correlations fall within the "very little use" range. One MEAP area versus another MEAP area correlates well. For the new baseline figures it is recommended that absence data be captured by total school, gender, and racial/ethnic group. GPA and MEAP data should be collected in the same categories. (SLD)

ED 360 433

UD 029 368

Jackson, Gloria D., Ed.

The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993.

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.



Recommendations are made for program improvement. Appendix A contains a table of cohort data. Appendixes B through J contain bar graphs of student characteristics. (SLD)

ED 360 452

UD 029 408

Cook, Lenora

The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders.

SPONS. AGENCY- California State Univ., Dominguez Hills.

PUB DATE- 93

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Action Research; Black Students; Books; Economically Disadvantaged; Elementary Education; \*Elementary School Students; Hispanic Americans; Home Study; Intermediate Grades; Parent Participation; Reading Attitudes; \*Recreational Reading; \*Student Attitudes; \*Supplementary Reading Materials; Urban Schools; \*Urban Youth

IDENTIFIERS- \*Compton Unified School District CA; Hispanic American Students; Student Surveys; \*Trade Books

The effects of infusing tradebooks into the school and home environments of non-White, low socioeconomic status, urban third through fifth graders were studied. Tradebooks are books with a purpose that is not school-based. The study was conducted in an urban kindergarten through grade 5 school in the Los Angeles (California) area, where 59 percent of the students are Hispanic American and 40 percent are Black. An action research approach was chosen. Every target classroom was provided with a book box of tradebooks on various subjects for students to read and share at home. Students were interviewed about their use of these books and their attitudes toward reading. Entry and exit interviews with more than 100 children indicated that many had non-school based materials at home, mostly stories based on films or television. From entry to exit there was little stated change in children's expressed attitudes toward reading, but their responses to the availability of these books were favorable. Although no conclusive proof of the importance of tradebooks for promoting developmental reading is offered, some striking comments by children and adults do demonstrate positive effects of providing reading material. Eleven tables present study findings. Appendix A is the letter used to solicit research assistants. Appendix B contains the interview instruments. Appendix C is the project evaluation form for the research assistants. (SLD)

ED 360 453

UD 029 409

Enger, John M.; And Others

Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males.

PUB DATE- Apr 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

# AUTHOR INDEX

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Peer Support Programs To Promote Independent Living and Career  
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National Forum (1st, Louisville, Kentucky, November 14, 1991).  
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Research for Better Schools, Inc., Philadelphia, Pa.

Report on the Delaware Rural Assistance Council's Public Forums:



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The State of America's Children: 1992.  
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A Community Based Supported Employment Program for Persons with  
Severe Physical Disabilities and Mental Retardation. Final Report.  
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- Children's Television Workshop, New York, N.Y.  
Square One TV Content Analysis: Final Report (Including Season  
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Citrus County Professional Orientation Program, 1992-93.  
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Research Network (6th, Washington, D.C., June 7-9, 1989).

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State of Hispanic America 1993: Toward a Latino Anti-Poverty  
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School Students, 1992-1993. Evaluation Report.

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# **PUBLICATION TYPE**

## **(010) Books**

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| Creating the Total Quality Effective School.                                                                                                                                                                 | 111p. | L1 | ED 359 611 |
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| Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13. | 477p. | L2 | ED 360 198 |
| Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.                                                                                                          | 209p. | L2 | ED 360 093 |
| Empowering Hispanic Families: A Critical Issue for the '90s.                                                                                                                                                 | 237p. | L3 | ED 360 461 |
| Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies.                                                                               | 317p. | L3 | ED 360 121 |
| Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome.                                                                                                                    | 381p. | L3 | ED 360 146 |

# **PUBLICATION TYPE**

| (051) Guides - Classroom - Learner                                                                                                                                                                                                                                                                |    | (Continued) |
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# PUBLICATION TYPE

(053) Guides - Non-Classroom

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| Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition.                     | 31p.  | L1 | ED 359 988 |
| Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.                                                      | 88p.  | L1 | ED 360 058 |
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| User's Manual for the Basic Math Mastery Tests.                                                                                                          |       |    |            |

# **PUBLICATION TYPE**

(120) Opinion Papers

(Continued)

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| Cultural and Linguistic Diversity in Education. Task Force<br>Report.<br>45p.                                                                                                                                                                  | L1 | ED 359 738 |
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# **PUBLICATION TYPE**

## **(141) Reports - Descriptive**

**(Continued)**

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- Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report.  
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- The Career Ladder Program as a Catalyst for Reform.  
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- Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.  
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- A Collaborative Task Oriented Approach to Teaching Online Documentation.  
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# **PUBLICATION TYPE**

(142) Reports - Evaluative

(Continued)

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# **PUBLICATION TYPE**

## **(143) Reports - Research**

**(Continued)**

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